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Foreword

Leadership is essential to collective human endeavor, from setting and accomplishing goals for a community association, to running a Corporation, to mobilizing a nation to vote.

In *Leadership, Team-Building, Critical & Creative Thinking*, Joaquim Manuel Andrade draws on his experience as an educator in a public school for more than two decades, as well as his training in business and educational leadership and expertise as a leading socio-political theorist, to deepen our understanding of what leaders do, how and why they do it, and the pitfalls and challenges they face.

Andrade engages readers in a series of questions that shed light on every facet of leadership. He considers the traits that make a good leader, including sound judgment, decisiveness, integrity, social skill, and intelligence; inspiration, vision, ethics and morality; the complex relationship between leaders and their followers; and the unique challenges of diversity and democratic leadership. Rich with lessons and insights from leaders and political thinkers down through the ages, including Aristotle, Lao Tzu, Epictetus, Thomas Jefferson, Dwight Eisenhower , General Colin Powell, Ralph Lauren, Stephen Covey, Abraham Maslow, Bill Gates, Martin Luther King, Jr., and Nelson Mandela,

Leadership, Team-Building, Critical & Creative Thinking, is a must-read for current and future leaders, and for anyone concerned about our prospects for good governance.

T. R. A.

Review:

Andrade's book *Leadership, Team-Building, Critical & Creative Thinking*, is to be recommended, particularly if you are an academic thinking about becoming a leader. – JLA

Famous leadership quotes that provide insight and teach leadership skills

1. *He who has never learned to obey cannot be a good commander. -* **Aristotle**

2. *Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand.* —**General Colin Powell**

3. *The supreme quality of leadership is integrity*. –**Dwight Eisenhower**

4. *A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.* —**Lao Tzu**

5. *Effective leadership is putting first things first. Effective management is discipline, carrying it out.* —**Stephen Covey**

6. *As we look ahead into the next century, leaders will be those who empower others.* **Bill Gates**

7. *In matters of style, swim with the current; in matters of principle, stand like a rock.* —**Thomas Jefferson**

8. *The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy. -* **Martin Luther King, Jr.**

9. *It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.* —**Nelson Mandela**

10. *It is time for another post with inspirational quotes. This time I'd like to focus on something I find very useful: education. –* **Epictetus**

11. *If the only tool you have is a hammer, you tend to see every problem as a nail.-* **Abraham Maslow**

12. *A leader has the vision and conviction that a dream can be achieved. He inspires the power and energy to get it done. —* **Ralph Lauren**

What is Leadership?

Leaders are people who do the right thing; managers are people who do things right.– Professor Warren G. Bennis

The word "leadership" can bring to mind a variety of images. For example:
A political leader, pursuing a passionate, personal cause.
An explorer, cutting a path through the jungle for the rest of his group to follow.
An executive, developing her company's strategy to beat the competition.
Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspiring. Yet, while leaders set the direction, they must also use management skills to guide their people to the right destination, in a smooth and efficient way. Leadership means different things to different people around the world, and different things in different situations. For example, it could relate to community leadership, religious leadership, political leadership, and leadership of campaigning groups.

Leadership:
According to the idea of transformational leadership, an effective leader is a person who does the following:
Creates an inspiring vision of the future.

Motivates and inspires people to engage with that vision.
Manages delivery of the vision.
Coaches and builds a team, so that it is more effective at achieving the vision.

Leadership brings together the skills needed to do these things:

1. <u>Creating an Inspiring Vision of the Future</u>
In business, a vision is a realistic, convincing and attractive depiction of where you want to be in the future. Vision provides direction, sets priorities, and provides a marker, so that you can tell that you've achieved what you wanted to achieve.

To create a vision, leaders focus on an organization's strengths by using tools such as Porter's Five Forces, PEST Analysis, USP Analysis, Core Competence Analysis, and SWOT Analysis to analyze their current situation. They think about how their industry is likely to evolve, and how their competitors are likely to behave. They look at how they can innovate successfully, and shape their businesses and their strategies to succeed in future marketplaces. And they test their visions with appropriate market research, and by assessing key risks using techniques such as Scenario Analysis.

Therefore, leadership is proactive – problem solving, looking ahead, and not being satisfied with things as they are.
Once they have developed their visions, leaders must make them compelling and convincing. A compelling vision   is one that people can see, feel, understand, and embrace. Effective leaders provide a rich picture of what the future will look like when their visions have been realized. They tell inspiring stories, and explain their visions in ways that everyone can relate to.

Here, leadership combines the analytical side of vision creation with the passion of shared values, creating something really meaningful to the people being led.

2. <u>Motivating and Inspiring People</u>
A compelling vision provides the foundation for leadership. But it's leaders' ability to motivate and inspire people that helps them deliver that vision.
For example, when you start a new project, you will probably have lots of enthusiasm for it, so it's often easy to win support for the project at the beginning. However, it can be difficult to find ways to keep your vision inspiring after the initial enthusiasm fades, especially if the team or organization needs to make significant changes in the way that they do things.
Leaders recognize this, and they work hard throughout the project to connect their vision with people's individual needs, goals, and aspirations.

One of the key ways they do this is through Expectancy Theory. Effective leaders link together two different expectations:

The expectation that hard work leads to good results.
The expectation that good results lead to attractive rewards or incentives.

This motivates people to work hard to achieve success, because they expect to enjoy rewards – both intrinsic and extrinsic – as a result.
Other approaches include restating the vision in terms of the benefits it will bring to the team's customers, and taking frequent opportunities to communicate the vision in an attractive and engaging way.

What's particularly helpful here is where leaders have expert power. People admire and believe in these leaders because they are expert in what they do. They have credibility, and they've earned the right to ask people to listen to them and follow them. This makes it much easier for these leaders to motivate and inspire the people they lead.

Leaders can also motivate and influence people through their natural charisma and appeal, and through other sources of power, such as the power to pay bonuses or assign tasks to people. However, good leaders don't rely too much on these types of power to motivate and inspire others.

3. Managing Delivery of the Vision
This is the area of leadership that relates to management . According to the Hersey-Blanchard Situational Leadership Model , there is a time to tell, a time to sell, a time to participate, and a time to delegate. Knowing which approach you need to use, and when you need it, is key to effective leadership.

Leaders must ensure that the work needed to deliver the vision is properly managed – either by themselves, or by a dedicated manager or team of managers to whom the leader delegates this responsibility – and they need to ensure that their vision is delivered successfully.
To do this, team members need performance goals that are linked to the team's overall vision. Our article on Performance Management and KPIs (Key Performance Indicators) explains one way of doing this, and our Project Management section explains another. And, for day-to-day management of delivering the vision, the Management By Wandering Around (MBWA) approach helps to ensure that what should happen, really happens.

Leaders also need to make sure they manage change effectively. This helps to ensure that the changes needed to deliver the vision are implemented smoothly and thoroughly, with the support and backing of the people affected.

4. Coaching and Building a Team to Achieve the Vision
Individual and team development are important activities carried out by transformational leaders. To develop a team, leaders must first understand team dynamics. Several well-established and popular models describe this, such as Belbin's

Team Roles approach, and Bruce Tuckman's Forming, Storming, Norming, and Performing theory.

A leader will then ensure that team members have the necessary skills and abilities to do their job and achieve the vision. They do this by giving and receiving feedback regularly, and by training and coaching people to improve individual and team performance.

Leadership also includes looking for leadership potential in others. By developing leadership skills within your team, you create an environment where you can continue success in the long term. And that's a true measure of great leadership. Leadership can be hard to define and it means different things to different people.
In the transformational leadership model, leaders set direction and help themselves and others to do the right thing to move forward. To do this they create an inspiring vision, and then motivate and inspire others to reach that vision. They also manage delivery of the vision, either directly or indirectly, and build and coach their teams to make them ever stronger.

Leadership

Leadership *is the process of motivating a group of people to act towards accomplishing a common task*. There are number of recognized versions, or styles, of leadership, some of which have been shown to be more effective than others. In 1939, a group of researchers led by German-American psychologist Kurt Lewin identified three major leadership styles: authoritarian or autocratic; participative or democratic; and delegative. Good leaders may well adopt some element of all of the styles of leadership.

3 Major Leadership Styles

Autocratic leaders seek to have the most authority in decision-making and provide the rest of the group with clear expectations regarding what needs to be done and how it should be done. They try to make as many decisions as possible and consultation is minimal. This leadership style is effective on short-term projects or in environments where employees are poorly motivated or need to perform low-skilled tasks.

This leadership style offers some benefits to managers who use it. It reduces their stress levels as they know they have full control and it also improves the working speed of poorly motivated employees, who know they are being watched by a leader. One of the main disadvantages of this style is that by making all the decisions, the leader doesn't give the other members of the group the opportunity to start their leadership development. By taking all responsibility, the leader works at full capacity, which can lead to health problems and poor working relationships with colleagues.

Participative or democratic leadership style is generally seen to be the most effective. Democratic leaders offer guidance to group members and participate in the group. Democratic leadership promotes sharing of responsibility and continual

consultation. The leader delegates tasks to each member of the group and gives full control over them. Democratic leaders encourage others to get involved in leadership development. This leadership style has many benefits. Employees that are given responsibility tend to become more enthusiastic about their work and are involved more in the accomplishment of their task. Consulting the other members of the group and giving and receiving feedback results in better decision making and creative thinking. But consulting over every decision can be time-consuming and can cause opportunities to be missed.

Delegative leadership style gives little or no guidance to group members, but allows them to make the decisions. This style can be effective in situations where group members are highly qualified or when the leader trusts them. However, it can lead to poorly defined roles within the group and a lack of motivation.

Chapter 3: Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom, Davis, 1993).

The first major study of leadership styles was performed in 1939 by Kurt Lewin who led a group of researchers to identify different styles of leadership (Lewin, Lippit, White, 1939). This early study has remained quite influential as it established the three major leadership styles: (U.S. Army, 1973):

- o authoritarian or autocratic - the leader tells his or her employees what to do and how to do it, without getting their advice
- o participative or democratic - the leader includes one or more employees in the decision making process, but the leader normally maintains the final decision making authority
- o delegative or laissez-fair - the leader allows the employees to make the decisions, however, the leader is still responsible for the decisions that are made

Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with the one style, normally autocratic.

Authoritarian or Autocratic Leadership
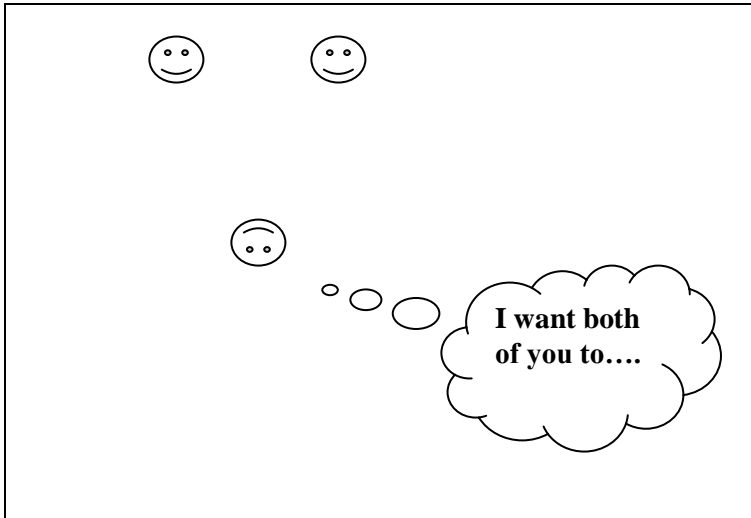
This style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. Some of the appropriate conditions to use this style is when you have all the information to solve the problem, you are short on time, and/or your employees are well motivated.

Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats. This is not the authoritarian style, rather it is an abusive, unprofessional style called "bossing people around." It has absolutely no place in a leader's repertoire.

The authoritarian style should normally only be used on rare occasions. If you have the time and want to gain more commitment and motivation from your employees, then you should use the participative style.

Participative or Democratic Leadership
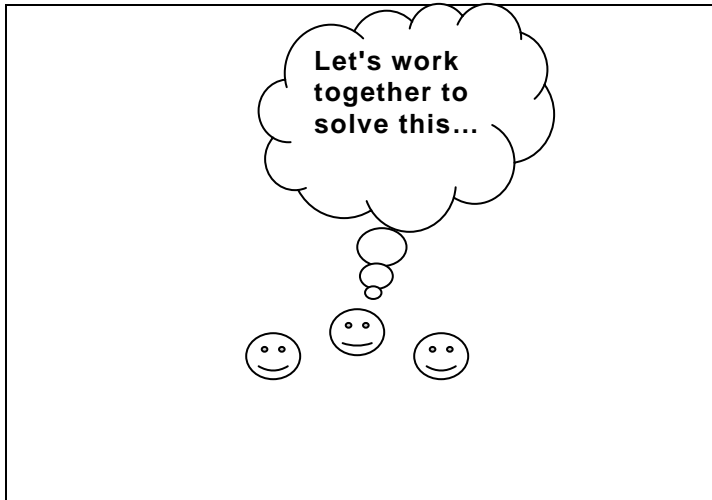
This style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, rather it is a sign of strength that your employees will respect.

This is normally used when you have part of the information, and your employees have other parts. A leader is not expected to know everything—this is why you employ knowledgeable and skilled people. Using this style is of mutual benefit as it allows them to become part of the team and allows you to make better decisions.

Delegative or Laissez-faire Leadership
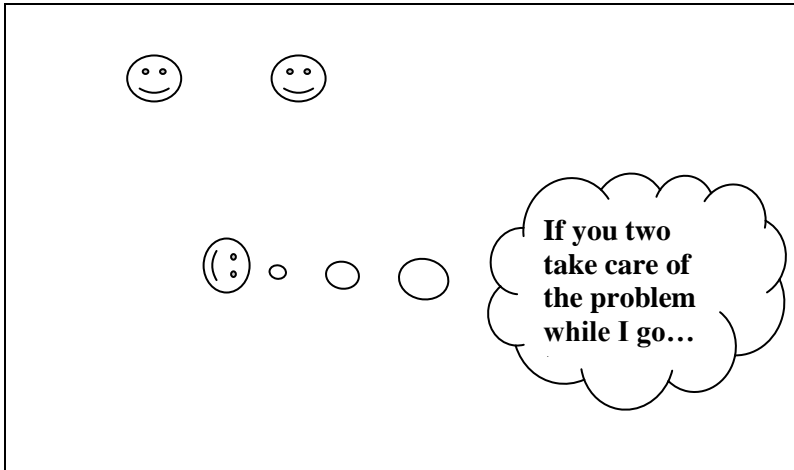
In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you fully trust and have confidence in the people below you. Do not be afraid to use it, however, use it wisely!

NOTE: Laissez-faire (or lais·ser faire) is the noninterference in the affairs of others. [French : laissez, second person pl. imperative of laisser, to let, allow + faire, to do.]

Forces

A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

- o Using an authoritarian style on a new employee who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.

- o Using a participative style with a team of workers who know their jobs. The leader knows the problem, but does not have all the information. The employees know their jobs and want to become part of the team.

- o Using a delegative style with a worker who knows more about the job than you. You cannot do everything and the employee needs to take ownership of her job! In addition, this allows you to be more productive.

- o Using all three: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Forces that influence the style to be used include:

- o Amount of time available

- o Are relationships based on respect and trust or on disrespect?

- o Who has the information—you, the employees, or both?

- o How well your employees are trained and how well you know the task

- o Internal conflicts

- o Stress levels.

- o Type of task, such as structured, unstructured, complicated, or simple?

- o Laws or established procedures, such as OSHA or training plans

Leadership Theories:
The 8 Major Leadership Theories

What exactly makes a great leader? Do certain personality traits make people better-suited to leadership roles, or do characteristics of the situation make it more likely that certain people will take charge? When we look at the leaders around us – be it our employer or the President – we might find ourselves wondering exactly why these individuals excel in such positions.

People have long been interested in leadership throughout human history, but it has only been relatively recently that a number of formal leadership theories have emerged. Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels.

While many different leadership theories have emerged, most can be classified as one of eight major types:

1. "Great Man" Theories

Have you ever heard someone described as "born to lead?" According to this point of view, great leaders are simply born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders.

<u>Great man theories</u> *assume that the capacity for leadership is inherent – that great leaders are born, not made.* According to this theory, you're either a natural born leader or you're not. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership..

History of the Great Man Theory of Leadership
The great man theory of leadership became popular during the 19th-century. The mythology behind some of the world's most

famous leaders such as Abraham Lincoln, Julius Caesar, Mahatma Gandhi, and Alexander the Great helped contribute to the notion that great leaders are born and not made. In many examples, it seems as if the right man for the job seems to emerge almost magically to take control of a situation and lead a group of people into safety or success.

Historian Thomas Carlyle also had a major influence on this theory of leadership, at one point stating that, "The history of the world is but the biography of great men." According to Carlyle, effective leaders are those gifted with divine inspiration and the right characteristics.

Some of the earliest research on leadership looked at people who were already successful leaders. These individuals often included aristocratic rulers who achieved their position through birthright. Because people of a lesser social status had fewer opportunities to practice and achieve leadership roles, it contributed to the idea that leadership is an inherent ability. Even today, people often describe prominent leaders as having the right qualities or personality for the position, implying that inherent characteristics are what make these people effective leaders.

Arguments Against the Great Man Theory of Leadership

Sociologist Herbert Spencer suggested that the leaders were products of the society in which they lived. In The Study of Sociology, Spencer wrote, "you must admit that the genesis of a great man depends on the long series of complex influences which has produced the race in which he appears, and the social state into which that race has slowly grown....Before he can remake his society, his society must make him."

2. Trait Theories
Similar in some ways to Great Man theories, trait theories *assume that people inherit certain qualities and traits that make them better suited to leadership*. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-

confidence, and courage are all traits that could potentially be linked to great leaders.

If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. There are plenty of people who possess the personality traits associated with leadership, yet many of these people never seek out positions of leadership.

3. Contingency Theories

Contingency theories of leadership *focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation*. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

4. Situational Theories

Situational theories *propose that leaders choose the best course of action based upon situational variables*. Different styles of leadership may be more appropriate for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are skilled experts, a democratic style would be more effective.

5. Behavioral Theories

Behavioral theories *of leadership are based upon the belief that great leaders are made, not born*. Consider it the flip-side of the Great Man theories. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

6. Participative Theories
Participative leadership theories *suggest that the ideal leadership style is one that takes the input of others into account.* These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

7. Management Theories
Management theories, also known as transactional theories, *focus on the role of supervision, organization and group performance.* These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

8. Relationship Theories
Relationship theories, also known as transformational theories, *focus upon the connections formed between leaders and followers.* Transformational leaders *motivate* and *inspire* people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

Let's recap:

Over time, many other <u>leadership theories</u> have been developed. Most can be classified as one of the <u>eight major types</u>:

"<u>Great Man</u>" theories assume that great leaders are born, not made. Leaders have exceptional qualities and are destined to lead. They are portrayed as heroes who will rise to leadership when needed.

<u>Trait theories</u> are similar to "Great Man" theories. These theories assume that people inherit certain qualities and traits that are suited to leadership.

<u>Contingency theories</u> state that no leadership style is suited for all situations. Success depends on situational factors, including the leadership style and the abilities and behavior of the followers.

<u>Situational theories</u> assume that the best action of the leader depends on a range of situational variables including motivation and capability of followers.

<u>Behavioral theories</u> are based on the assumption that great leaders are made, not born. They don't focus on the leaders' inborn traits, but on what they can do. According to these theories, leadership can be learned, rather than being inherent.

<u>Participative theories</u> assume that the members of the group make decisions together while leaders help them feel more relevant within the group.

<u>Management theories</u>, also known as <u>transactional theories</u>, are based on a system of rewards and punishments. The leader creates a clear structure which states what is required from each member of the group. Transactional leadership is mainly used in companies, when the employees' performance is good, they are rewarded and when it is poor they are reprimanded.

<u>Relationship theories</u>, also known as <u>transformational theories</u>, focus on the relationships between the leader and the members of the group. Transformational leaders put passion and energy in everything and inspire and motivate the members of the group. These leaders focus on the performance of each member group and help them fulfill their potential.

What Is Autocratic Leadership?

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group.

Characteristics of Autocratic Leadership
Some of the primary characteristics of autocratic leadership include:

Little or no input from group members
Leaders make the decisions
Group leaders dictate all the work methods and processes
Group members are rarely trusted with decisions or important tasks

Benefits of Autocratic Leadership
Autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some projects require strong leadership in order to get things accomplished quickly and efficiently.

Have you ever worked with a group of students or co-workers on a project that got derailed by poor organization, a lack of leadership, and an inability to set deadlines? If so, chances are that your grade or job performance suffered as a result. In such situations, a strong leader who utilizes an autocratic style can take charge of the group, assign tasks to different members, and establish solid deadlines for projects to be finished.
In situations that are particularly stressful, such as during military conflicts, group members may actually prefer an autocratic style. It allows members of the group to focus on performing specific tasks without worrying about making complex decisions. This also allows group members to become

highly skilled at performing certain duties, which can be beneficial to the group.

Downsides of Autocratic Leadership

While autocratic leadership can be beneficial at times, there are also many instances where this leadership style can be problematic. People who abuse an autocratic leadership style are often viewed as bossy, controlling, and dictatorial, which can lead to resentment among group members.

Because autocratic leaders make decisions without consulting the group, people in the group may dislike that they are unable to contribute ideas. Researchers have also found that autocratic leadership often results in a lack of creative solutions to problems, which can ultimately hurt the performance of the group.

While autocratic leadership does have some potential pitfalls, leaders can learn to use elements of this style wisely. For example, an autocratic style can be used effectively in situations where the leader is the most knowledgeable member of the group or has access to information that other members of the group do not.

What Is Democratic Leadership?

Democratic leadership, also known as <u>participative leadership</u>, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale.

<u>Characteristics of Democratic Leadership</u>

Some of the primary characteristics of democratic leadership include:

Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.

Members of the group feel more engaged in the process.

Creativity is encouraged and rewarded.

<u>Benefits of Democratic Leadership</u>

Because group members are encouraged to share their thoughts, democratic leadership can leader to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members.

<u>Downsides of Democratic Leadership</u>

While democratic leadership has been described as the most effective leadership style, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

What Is Transactional Leadership?

Transactional leadership, also known as managerial leadership, focuses on the role of supervision, organization and group performance. This theory of leadership was first described in by sociologist Max Weber, and further explored by Bernard M. Bass in the early 1980s.

Basic Assumptions of Transactional Leadership
People perform their best when the chain of command is definite and clear.
Workers are motivated by rewards and punishments.
Obeying the instructions and commands of the leader is the primary goal of the followers.
Subordinates need to be carefully monitored to ensure that expectations are met.

This theory bases leadership on a system of rewards and punishments. Transactional leadership is often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.
How Transactional Leadership Works
In transactional leadership, rewards and punishments are contingent upon the performance of the followers. The leader views the relationship between managers and subordinates as an exchange - you give me something for something in return. When subordinates perform well, they receive some type of reward. When they perform poorly, they will be punished in some way.
Rules, procedures and standards are essential in transactional leadership. Followers are not encouraged to be creative or to find new solutions to problems. Research has found that transactional leadership tends to be most effective in situations where problems are simple and clearly-defined.
While transactional leadership can be effective in some situations, it is generally considered an insufficient and may prevent both leaders and followers from achieving their full potential.

What Is Transformational Leadership?

How Transformational Leadership Inspire
Have you ever been in a group where someone took control of the situation by conveying a clear vision of the group's goals, a marked passion for the work, and an ability to make the rest of the group feel recharged and energized? This person just might be what is called a transformational leader.

Transformational leadership is a type of leadership style that can inspire positive changes in those who follow.

Transformational leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well.

The History of Transformational Leadership

The concept of transformational leadership was initially introduced by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals.

Later, researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers.

The Components of Transformational Leadership

Bass also suggested that there were four different components of transformational leadership.

Intellectual Stimulation – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

Individualized Consideration – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower.

Inspirational Motivation – Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.

Idealized Influence – The transformational leader serve as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals.

Observations
In their classic text, *Transformational Leadership*, authors Bass and Riggio explained:
"Transformational leaders...are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity.
Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization."
Researchers have found that this style of leadership can have a positive effect on the group. "Research evidence clearly shows that groups led by transformational leaders have higher levels of performance and satisfaction than groups led by other types of leaders," explained psychologist and leadership expert Ronald E. Riggio. The reason, he suggests, is that transformational leaders believe that their followers can do their best, leading members of the group to feel inspired and empowered.

Leadership Ethics

Leadership ethics is a field that studies the ethical issues related to leadership. Ethics have a central role in the practice of leadership, as leadership entails different kinds of interpersonal relationships with distinctive moral problems. The field of ethics generally examines the concepts of right, wrong, good, evil, virtue, duty, obligation, rights and justice in relationships both among people and between people and other living things. For most people ethics is something they feel they know from experience, it is seen more as practical knowledge rather than theoretical knowledge. On the other hand, the field of leadership studies is concerned with what leadership is and how the relationship between leader and follower works. Leadership ethics is where the two disciplines meet in an attempt to establish the connection between the art of leading and ethical values.

According to Joanne B. Ciulla in *Ethics: The Heart of Leadership (1998)*, there are morally unattractive and morally attractive definitions of leaderships. The morally unattractive definitions imply a coercive and manipulative relationship between leaders and followers, where the input of followers is not taken into account. In contrast, the morally attractive definitions stress the non-coercive, participatory and democratic nature of the leader-follower relationship, recognizing the autonomy and input of followers. There are two elements that make such definitions morally attractive: first, leaders are not seen as people who induce but rather as people who influence; and second, leaders recognize the beliefs, values and needs of their followers. According to the morally attractive definitions, leaders and followers are partners in defining the goals of a group and working on achieving them. The supporters of these definitions make a clear distinction between leadership and headship, or positional leadership. A person who holds a position of power (for example a manager in a company) is not necessarily a real leader exercising leadership and the other way around. One does not have to hold a formal position in order to be a real leader.

Despite the differences in definitions, leadership studies is generally focused on establishing what good leadership is, according to Ciulla. Here the word *good* has a dual meaning: morally good and technically good, which essentially means effective. It is namely this first meaning of morally good that, according to Ciulla "ethics lies at the heart of leadership studies." While judging whether or not leaders are effective is quite easy, assessing their ethics is more difficult as there is not one common understanding of what factors are relevant in such an assessment. Only a few leadership researchers look at the concept of good leadership from both perspectives, according to Ciulla. One implicit question in leadership ethics, which remains unanswered, is whether leaders are more effective when they are nice to people or when they use certain techniques for structuring and ordering tasks.

In *Ethics: The Heart of Leadership (1998)* Ciulla cites two normative leadership theories. The first one is the transforming leadership theory of James MacGregor Burns (1918-), where leaders are seen as people with strong values whose role is to raise other people's consciousness and help them reconsider their own values and needs. Leaders stand by their values and moral ideas and do not water them down by consensus. What makes this theory attractive is the idea that leaders actually elevate their followers to becoming leaders themselves, according to Ciulla. Burns makes a distinction between transforming and transactional leadership and also between modal and end values. Via transactional leadership, leaders and followers reach their own goals by supplying lower-level needs in order to be able to move up to higher needs. This type of leadership is based on so-called modal values, or "values found in the means of an act," such as responsibility, fairness, honesty and promise keeping. In contrast, transforming leadership is concerned with end values such as liberty, justice and equality. The second normative theory cited by Ciulla is the so-called servant leadership theory developed by Robert K. Greenleaf (1904-1990). According to this theory, servant leaders are driven by a wish to serve others and people follow them because they trust them. The aim of the servant leader is

also to elevate people, to help them grow as persons and later become servant leaders themselves. The ethical values of leaders, no matter if they are good or bad, have an effect on the ethos of their followers. Leaders set the tone and shape the behavior in the group, which shows how important ethics is for leadership.

What Makes A Great Leader?

I remember being in a meeting with a great leader that had to make a tough decision on a somewhat divisive issue. I felt for her as I knew that no matter what decision she made, there were going to be some people who were happy with her decision and some people who were not. What impressed me is that she was able to quickly gain clarity on what she ultimately felt was "the right thing to do". You could tell that it was difficult for her, but ultimately she set aside her personal feelings and inclinations and made the decision that she felt was most beneficial and reflective of the overall organization. That is not always the easy thing to do, but in my opinion it demonstrated great strength of character to be able to act on what you feel is right, even when it is difficult.

This situation gave me pause to think about what really makes a great leader. Here are a few qualities and attributes that I think makes a great leader.

Great leaders are Courageous. This does not mean that they are not afraid, or intimidated by a situation from time to time, but great leaders find a way to summon the courage to move forward when others would shrink away from the challenge. It takes courage to push into the unknown, go against the grain or speak out when you aren't sure if your opinion will be popular. It has been said that courage is not the absence of fear, but the willingness to go forward in the presence of fear.

Great leaders have Vision. I believe that a great leader knows the "why" behind the "what" that they are doing. They also have the ability to help other people catch the vision of the "why" so they can accomplish the "what". That's a lot of "why's" and "what's"! I've always been inspired when I'm around people who have conviction and clarity in purpose. When the cause is just and you have a leader who can share the vision of the cause, special things happen.

Great leaders have empathy. Have you ever been around someone who genuinely understands your plight and is willing to admit that they understand how you feel? I immediately

connect with those kinds of people and want to help them because they were willing to help and relate to me. They don't think themselves as better or above those that they lead. In fact, most of the time they are anxious to get into the trenches, roll up their sleeves and get to work right alongside of those that they lead. Leaders who have empathy earn the hearts and trust of those around them.

Great leaders care. We've all been around someone who we know really cares about us. No ulterior motives, not quid pro quo, just care about you because you are you. They see the good in people and strive to bring out the best in others. They can be trusted and are unwavering to their commitment to a person or cause. They accomplish great things because those around them can feel how much they care.

Great leaders know when it's time to lead. Many times a great leader is also a great role player and follower, but when it's time to lead, the best leaders step up and take an active role. They don't stand on the sidelines waiting for someone else to do something. They recognize the moment, mobilize and take action. They aren't worried about failure or ask themselves, "what if this doesn't work out the way I want it to". They just know it's time to step up and have the self confidence that they can do the job that is front of them. They have a "make it happen" kind of attitude and courage to take on challenges no matter how big. Great leaders take control of their destiny and don't leave it in the hands of fate. Great leaders rise up and lead when it's time to lead.

Guidelines for Successful Leadership

Many factors influence the success of an organization's leader. Skills, opportunity, temperament and intelligence all play a part. I've observed and worked with leaders representing a broad spectrum of capability and eventual success. Here are some of the characteristics that distinguished the successes from the failures.

Leaders must model management behavior to their immediate subordinates, and from there throughout the organization. Double standards are unhealthy and so the way a leader wants his or her managers and supervisors to behave has to be the way the leader behaves.

Successful leaders clearly communicate specific performance expectations to their immediate subordinates. For example, if you, as leader "let them do their own thing" you may have to settle for what's inappropriate or what you don't want. The belief that specific direction to management constrains individual freedom and initiative is incorrect. If you want to give someone freedom to act, then it's imperative that you define the limits to that freedom. Managing by Dropping Hints never works.

The best leaders don't tolerate incompetence anywhere in their organizations. They hold people accountable for the expected performance.

Top leaders see that procedures are in place so that direction of the work force is systematic, orderly, managed and not left to chance. By using them, the leader can positively influence how all people in the organization behave and perform.

Successful leaders are not lazy -- they work hard. Research shows that maintaining a healthy management climate requires a high and continuous energy output. A proactive leader can improve the probability of organizational success, whereas a laissez-faire approach is likely to cause the organization's demise.

Successful leaders know when to make decisions and they avoid excessive consensus and compromise. Poor leaders tend to avoid decisions if the consequences might upset

someone: they defer the responsibility for tough decisions to others.

In today's world, leaders must have effective interpersonal skills for coaching their immediate subordinates (management and non-management) and for gently and relentlessly enforcing the organization's standards of performance.

Similarly, top leaders recognize and fulfill their responsibility to manage their executives or senior management. Executives require direction, coaching and support -- they're people too. Good leaders are more than aloof figureheads.

Equity is crucial for trust and morale in an organization. Effective leaders don't play favorites. They practice a high degree of objectivity and fairness in all their actions, especially with immediate staff.

Communication is the blood-stream of every organization. The best leaders have control over the communication process between themselves, at the top, and those at the bottom of the organization. Communication blockages are systematically routed out and eliminated. For success, not only do leaders place a very high priority on open, timely and valid communication throughout their organization, but also, they make it happen.

Leadership, Management, Empowerment

 Leadership is an activity, not a position.
An oil painting is *Inactive Art.* The work of a Performer is *Active Art.* Leadership is an *Interactive Art.* Imagine the Great Masters trying to devise their creations interactively with their peers, competitors, audience, and critics, on a moving canvas with paints that change color. Such is the role of Leadership.
Using the roots and definitions of Interactive, Art and Artistry, the following definition describes the activity of Leadership.

Leadership: *Creating the process through which joint efforts, using collective knowledge and proficiency acquired by experience, study and observation, put into effect what has been created in the mind.*

Leaders create the vision and establish the processes that lead others towards its fulfillment.

 A Manager directs the actions of others toward the vision of the Leadership. The following definition of Business Management reflects the distinction between Management and Leadership in a Commercial enterprise.

Business Management: *Directing the actions through which joint efforts, using collective knowledge and proficiency acquired by experiences, study and observation, put into effect for commercial purposes, what has been created in the mind of the leadership.*

 A Leader envisions. A Manager directs value-adding workers to use their skills to create that vision.
Empowerment is a popular buzz word, but the implementation of empowerment programs has led to widely varying results . Poorer results occur when the idea becomes a substitute for Leadership or Management, rather than an enhancement. Without good leadership to create a collective vision and management to guide the evolution of efforts, Empowerment is not only superfluous, but can result in the company dispersing its resources in many directions to the detriment of all.

Empowerment: *Enabling the joint efforts of others, using their collective knowledge and proficiency acquired by experience, study and observation, to put into effect for commercial purposes, what has been created in the minds of the leadership.*
All three descriptions, well executed, are forms of *Interactive Artistry*.

Reviewing the above descriptions of Leadership, Management and Empowerment makes often ignored truths intuitively obvious.

Leaders need a vision and the ability to effectively communicate that vision in order to lead.

<u>Management</u> must understand the vision to know what to put into effect.

<u>Empowerment</u> requires proficiency, knowledge *and* direction.

<u>Strong leadership</u> creates, communicates and builds consensus toward an official vision. When leadership has one thing in their minds, and the managers or employees have another, all efforts are compromised. Without effective leadership, companies will either drift aimlessly or gradually organize themselves into a circular firing squad. Only when the leader has a clear vision and the ability to communicate it to others is there potential for an effective and competitive organization.

The Difference Between Management and Leadership

Leadership and management must go hand in hand.
Workers need their managers not just to assign tasks but to define purpose.
Managers must organize workers, not just to maximize efficiency, but to nurture skills, develop talent and inspire results.

Leadership and management must go hand in hand. They are not the same thing. But they are necessarily linked, and complementary. Any effort to separate the two is likely to cause more problems than it solves.

Still, much ink has been spent delineating the differences. The manager's job is to plan, organize and coordinate. The leader's job is to inspire and motivate. In his 1989 book "On Becoming a Leader," Warren Bennis composed a list of the differences:

The manager administers; the leader innovates.
The manager is a copy; the leader is an original.
The manager maintains; the leader develops.
The manager focuses on systems and structure; the leader focuses on people.
The manager relies on control; the leader inspires trust.
The manager has a short-range view; the leader has a long-range perspective.
The manager asks how and when; the leader asks what and why.
The manager has his or her eye always on the bottom line; the leader's eye is on the horizon.
The manager imitates; the leader originates.
The manager accepts the status quo; the leader challenges it.
The manager is the classic good soldier; the leader is his or her own person.

The manager does things right; the leader does the right thing.
Perhaps there was a time when the calling of the manager and that of the leader could be separated. A foreman in an industrial-era factory probably didn't have to give much thought to what he was producing or to the people who were producing

it. His or her job was to follow orders, organize the work, assign the right people to the necessary tasks, coordinate the results, and ensure the job got done as ordered. The focus was on efficiency.

But in the new economy, where value comes increasingly from the knowledge of people, and where workers are no longer undifferentiated cogs in an industrial machine, management and leadership are not easily separated. People look to their managers, not just to assign them a task, but to define for them a purpose. And managers must organize workers, not just to maximize efficiency, but to nurture skills, develop talent and inspire results.

The late management guru Peter Drucker was one of the first to recognize this truth, as he was to recognize so many other management truths. He identified the emergence of the "knowledge worker," and the profound differences that would cause in the way business was organized.

With the rise of the knowledge worker, "one does not 'manage' people," Mr. Drucker wrote. "The task is to lead people. And the goal is to make productive the specific strengths and knowledge of every individual."

Adapted from "The Wall Street Journal Guide to Management" by Alan Murray, published by Harper Business.

Leadership vs. Management

What is the difference between management and leadership? It is a question that has been asked more than once and also answered in different ways. The biggest difference between managers and leaders is the way they motivate the people who work or follow them, and this sets the tone for most other aspects of what they do.

Many people, by the way, are both. They have management jobs, but they realize that you cannot buy hearts, especially to follow them down a difficult path, and so act as leaders too.

Managers have subordinates

By definition, managers have subordinates - unless their title is honorary and given as a mark of seniority, in which case the title is a misnomer and their power over others is other than formal authority.

Authoritarian, transactional style

Managers have a position of authority vested in them by the company, and their subordinates work for them and largely do as they are told. Management style is transactional, in that the manager tells the subordinate what to do, and the subordinate does this not because they are a blind robot, but because they have been promised a reward (at minimum their salary) for doing so.

Work focus

Managers are paid to get things done (they are subordinates too), often within tight constraints of time and money. They thus naturally pass on this work focus to their subordinates.

Seek comfort

An interesting research finding about managers is that they tend to come from stable home backgrounds and led relatively normal and comfortable lives. This leads them to be relatively risk-averse and they will seek to avoid conflict where possible. In terms of people, they generally like to run a 'happy ship'.

Leaders have followers

Leaders do not have subordinates - at least not when they are leading. Many organizational leaders do have subordinates, but only because they are also managers. But when they want to lead, they have to give up formal authoritarian control, because

to lead is to have followers, and following is always a voluntary activity.

Charismatic, transformational style

Telling people what to do does not inspire them to follow you. You have to appeal to them, showing how following them will lead to their hearts' desire. They must want to follow you enough to stop what they are doing and perhaps walk into danger and situations that they would not normally consider risking.

Leaders with a stronger charisma find it easier to attract people to their cause. As a part of their persuasion they typically promise transformational benefits, such that their followers will not just receive extrinsic rewards but will somehow become better people.

People focus

Although many leaders have a charismatic style to some extent, this does not require a loud personality. They are always good with people, and quiet styles that give credit to others (and take blame on themselves) are very effective at creating the loyalty that great leaders engender.

Although leaders are good with people, this does not mean they are friendly with them. In order to keep the mystique of leadership, they often retain a degree of separation and aloofness.

This does not mean that leaders do not pay attention to tasks - in fact they are often very achievement-focused. What they do realize, however, is the importance of enthusing others to work towards their vision.

Seek risk

In the same study that showed managers as risk-averse, leaders appeared as risk-seeking, although they are not blind thrill-seekers. When pursuing their vision, they consider it natural to encounter problems and hurdles that must be overcome along the way. They are thus comfortable with risk and will see routes that others avoid as potential opportunities for advantage and will happily break rules in order to get things done.

A surprising number of these leaders had some form of handicap in their lives which they had to overcome. Some had

traumatic childhoods, some had problems such as dyslexia, others were shorter than average. This perhaps taught them the independence of mind that is needed to go out on a limb and not worry about what others are thinking about you.

In summary

This table summarizes the above (and more) and gives a sense of the differences between being a leader and being a manager. This is, of course, an illustrative characterization, and there is a whole spectrum between either ends of these scales along which each role can range. And many people lead and manage at the same time, and so may display a combination of behaviors.

Subject	Leader	Manager
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Horizon	Long-term	Short-term
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy	Passion	Control
Culture	Shapes	Enacts
Dynamic	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Transactional
Exchange	Excitement for work	Money for work
Likes	Striving	Action
Wants	Achievement	Results
Risk	Takes	Minimizes
Rules	Breaks	Makes
Conflict	Uses	Avoids
Direction	New roads	Existing roads
Truth	Seeks	Establishes
Concern	What is right	Being right
Credit	Gives	Takes
Blame	Takes	Blames

What do Managers do?

Set objectives.
Organize.
Motivate and communicate.
Measure.
Develop people.

What do managers do? One good answer to this question comes from the late Peter Drucker, whose name that stands out above all others in the century-long history of management studies.

A native of Vienna, Austria, Mr. Drucker was an intellectual who worked as a journalist and studied economics. At some point in his studies he had an epiphany: economists, he realized, "were interested in the behavior of commodities, while I was interested in the behavior of people." That led him to, in effect; create the modern study of management.

Mr. Drucker divided the job of the manager into five basic tasks. The manager, he wrote:

1) Sets objectives. The manager sets goals for the group, and decides what work needs to be done to meet those goals.

2) Organizes. The manager divides the work into manageable activities, and selects people to accomplish the tasks that need to be done.

3) Motivates and communicates. The manager creates a team out of his people, through decisions on pay, placement, promotion, and through his communications with the team. Drucker also referred to this as the "integrating" function of the manager.

4) Measures. The manager establishes appropriate targets and yardsticks, and analyzes, appraises and interprets performance.

5) Develops people. With the rise of the knowledge worker, this task has taken on added importance. In a knowledge economy, people are the company's most important asset, and it is up to the manager to develop that asset.

While other management experts may use different words and focus on different aspects of these responsibilities, Mr. Drucker's basic description of the manager's job still holds.

What are the Common Mistakes of New Managers?

Demonstrate to subordinates your ability to get things done.
Nurture a strong sense of common commitment to shared goals.
Focus on building a team, not on friendship.
What are the common mistakes of new managers? Good management has been thoroughly studied and is widely understood, but it is still more honored in its breach than in its practice. Most new managers, in particular, get it wrong. Harvard Business School Professor Linda Hill studies those who become managers for the first time, and writes perceptively about some of the common myths and misperceptions that lead to mistakes in their early days. Among them:

Myth 1: Managers wield significant authority.

New managers were often standouts in their previous jobs, and as such, enjoyed a fair degree of independence and autonomy of action. With a new job and title, they expect to feel more authority.

Well, surprise! Most new managers report they are shocked by how constrained they feel.

"They are enmeshed in a web of relationships," writes Ms. Hill in a 2007 Harvard Business article called "Becoming the Boss." "Not only with subordinates, but also with bosses, peers, and others inside and outside the organization, all of whom make relentless and often conflicting demands on them. The resulting daily routine is pressured, hectic and fragmented."

She quotes one new leader saying: "Becoming a manager is not about becoming a boss. It's about becoming a hostage."

Until new managers give up on the myth of authority, and recognize the need to negotiate their way through a web of interdependencies, they are likely to face frustration and failure.

Myth 2: <u>Authority flows from the manager's position</u>**.**

New managers frequently think that what authority they have is conferred by their title. But in fact, writes Ms. Hill, "new managers soon learn that when direct reports are told to do something, they don't necessarily respond. In fact, the more talented the subordinate, the less likely she is to simply follow orders."

Over time, good managers find they must earn their subordinates' respect and trust in order to exercise significant authority. They need to demonstrate to subordinates their own character, their competence, and their ability to get things done before those subordinates are likely to follow their lead.

Myth 3: <u>Managers must control their direct reports</u>**.**

New managers, insecure in their roles, often seek absolute compliance to orders from their subordinates, particularly in their early days.

But what they learn over time is that "compliance" is not the same as "commitment."

"If people aren't committed, they don't take the initiative," writes Ms. Hill. "And if subordinates aren't taking the initiative, the manager can't delegate effectively.

The challenge for managers is to nurture a strong sense of common commitment to shared goals – rather than one of blind allegiance to the managers' dictates.

Myth 4: <u>Managers must focus on forging good individual relationships.</u>

Ms. Hill says managers need to focus not on friendship, but on building a team.

"When new managers focus solely on one-on-one relationships, they neglect a fundamental aspect of effective leadership: harness the collective power of the group to improve individual performance and commitment," she writes. "By shaping team culture – the group's norms and values – a leader can unleash the problem-solving prowess of the diverse talents that make up the team."

Myth 5: <u>The manager's job is to ensure things run smoothly</u>. Keeping an operation running smoothly is a difficult task, and can absorb all of a new manager's time and energy. But if that's all the manager does, writes Ms. Hill, he or she is making a big mistake.

"New managers also need to realize they are responsible for recommending and initiating changes that will enhance their groups' performance," she writes. "Often – and it comes as a surprise to most – this means challenging organizational processes or structures that exist above and beyond their area of formal authority. Only when they understand this part of the job will they begin to address seriously their leadership responsibilities."

Adapted from "The Wall Street Journal Guide to Management" by Alan Murray, published by Harper Business.

Leadership Styles

All leadership styles can become part of the leader's repertoire.

Leadership styles should be adapted to the demands of the situation, the requirements of the people involved and the challenges facing the organization

Leadership is less about your needs, and more about the needs of the people and the organization you are leading. Leadership styles are not something to be tried on like so many suits, to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization.

In the book "Primal Leadership," Daniel Goleman, who popularized the notion of "Emotional Intelligence," describes six different styles of leadership. The most effective leaders can move among these styles, adopting the one that meets the needs of the moment. They can all become part of the leader's repertoire.

Visionary. This style is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams. "Visionary leaders articulate where a group is going, but not how it will get there – setting people free to innovate, experiment, take calculated risks," write Mr. Goleman and his coauthors.

Coaching. This one-on-one style focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization. Coaching works best, Mr. Goleman writes, "with employees who show initiative and want more professional development." But it can backfire if it's perceived as "micromanaging" an employee, and undermines his or her self-confidence.

Affiliative. This style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other. Mr. Goleman argues this approach is particularly valuable "when trying to heighten team harmony, increase morale, improve communication or repair broken trust in an organization." But he warns against using it alone, since its emphasis on group praise can allow poor performance to go uncorrected. "Employees may perceive," he writes, "that mediocrity is tolerated."

Democratic. This style draws on people's knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction the organization should take is unclear, and the leader needs to tap the collective wisdom of the group. Mr. Goleman warns that this consensus-building approach can be disastrous in times of crisis, when urgent events demand quick decisions.

Pacesetting. In this style, the leader sets high standards for performance. He or she is "obsessive about doing things better and faster, and asks the same of everyone." But Mr. Goleman warns this style should be used sparingly, because it can undercut morale and make people feel as if they are failing. "Our data shows that, more often than not, pacesetting poisons the climate," he writes.

Commanding. This is classic model of "military" style leadership – probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it undercuts morale and job satisfaction. Mr. Goleman argues it is only effective in a crisis, when an urgent turnaround is needed. Even the modern military has come to recognize its limited usefulness.

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The Secret to Motivating Yourself and Others

The clock is ticking. The days are flying by.

And all you can think is, "Do I have to do _____ again?"

You can fill in the blank. We all have things to do in life that are boring or unpleasant. Yet, we must do them. No matter what role you are in (e.g., employer, parent, spouse, friend, colleague, etc.) there are things that you must do in order to maintain or improve your relationships with others. Certain tasks or obligations, however, are more arduous than others.

The task of leading others is one of the most difficult of our lives. Being a good leader requires great skill. This is especially true when you must motivate people to do something that they do not want to do. You may not recognize all the areas of your life that require you to assume a position of leadership. You lead employees to perform well at their jobs. You lead your children toward internalizing a good value system and achieving their goals in life. You must sometimes lead your spouse or a friend to assist them in making good choices. You even lead yourself when you set and achieve goals for your own life. Actually, it is your ability to lead or motivate yourself that helps you complete mundane tasks (e.g., getting out of bed) throughout the day. No matter which of the five key areas of life that you consider, each one requires that you somehow serve as an inspirational leader for others at one time or another.

Being a leader requires a significant amount of energy and ingenuity. Others constantly make demands on your time, attention, and resources. For most people, there are numerous occasions when they spend so much time and effort leading, directing, and inspiring others, they forget to save energy to spark the key player on the team: themselves. Has this happened to you? Are you the victim of what I refer to as "Listless Leadership"?

Listless Leadership occurs when you have drained your own resources or allowed them to be drained by others. There is nothing left for you to draw upon within yourself so that you can inspire those around you. You are tired, fatigued, uninterested, indifferent, and basically unexcited about completing the task at hand. You begin to question why you couldn't delegate a task to someone else, why you are actually struggling to motivate someone else, or if anyone would notice if you don't do something "just this once." Actually, the answer to the last question is "no." No one will notice if you fail to send a power packed fax, give an uplifting pep-talk, or engage in a meaningful discussion with them – just this once. However, if no one notices, just this once, then there is the tendency to continue to not complete an unpleasant or unpalatable task in the future. More importantly, since any good team adopts or emulates the energy level and spirit of its leader, your team may fall into the doldrums if you are uninspired yourself. Listless Leadership, therefore, can easily become a constant, contagious, and chronic problem.

Can you imagine the effect on a sales staff if the manager unconsciously communicates that it is acceptable to put off making contacts with potential clients until tomorrow? Will most children complete a difficult school assignment if they are left to motivate themselves to do so? How many community service projects would be completed if the organizers didn't provide any direction and just left it up to the participants to complete a variety of tasks at their leisure? The answers are: disastrous, no, and very few. Suffice it to say that it is very serious and deleterious when any team captain suffers from Listless Leadership.

How do you assess whether you suffer from Listless Leadership? Ask yourself the following questions:
Are you often physically exhausted?

Do events at home and/or work leave you emotionally drained?

Are you able to recognize the achievements of people who look to you for leadership and guidance?

Do you feel that your own efforts or work have gone unrecognized by others?

Are you overly focused on one area of your life? Has accomplishing a particular goal become the core of your existence?

If you answered "yes" to any of these questions, then follow this formula to take the first step transforming your pattern of Listless Leadership into the optimal style for leading others that I call "Luminary Leadership":

If you are often physically exhausted, then you need <u>P</u>lentiful <u>P</u>eriods of rest and self-care so you can improve how you function in all the important areas of life.

If you feel emotionally drained and empty, then take the time to replenish your Emotional Energy reserve. People who lack energy live uninspired lives and "just get by" from one day to the next. They are unable to experience emotions in the same way as those who allow for quiet time to center themselves.

If you cannot recognize the good qualities in those around you, then you should examine their conduct and deeds and shower them with Abundant Admiration.

If you feel your efforts or your work are unrecognized or unappreciated, then do not hesitate to tell the people who need to know about the Copious Contributions that you have made.

If you are overly focused on a project or a particular area in your life, then it is imperative for you to Expansively Examine the Events and Entities that Enrich your Existence!

What is so special about this combination of positive factors and actions? They will synergistically work together to increase your feeling of inner peace! That's it my friends. The key to metamorphosing your unproductive pattern of Listless Leadership into the invaluable skills and characteristics of a Luminary Leader is maintaining a sense of inner peace. That inner peace is the foundation upon which your life is built. It is the fountain that replenishes you when your reserves are low. It is the spark within yourself that you will ultimately utilize to ignite others.

Does it seem odd that the key to motivating others is your

sense of inner peace? It shouldn't! Your sense of inner peace is like the keel on a ship. It helps you to remain balanced and steady in the midst of a storm. It gives you confidence that you can make full use of the prevailing winds without fear of capsizing. A strong sense of inner peace also fosters living your life in the present. If you are at peace with your present life, then your future successes will only enhance your sense of peace and feeling of personal satisfaction. It is those people who cannot live in the present who constantly search for things in the future that will make them happy or blame things in the past for their present discontent. They cannot lead others toward success because they cannot even lead themselves.

What does all that have to do with being motivated and motivating others? A sense of inner peace promotes a positive vision of life. That vision makes it possible for you to focus on the positive aspects of any situation and sustain a positive outlook toward life. It will also help you to see interesting possibilities and opportunities as they present themselves to you throughout your life which will expand your feeling of success. Viewing life in positive terms will prompt you to care for your physical and mental health. In fact, it is well documented that a positive outlook and attitude has amazingly beneficial effects on your health. If you are both healthy and at peace with yourself, you will be less likely to drive yourself unmercifully toward unrealistic goals. You will not perceive that other people "have it so much better" because of a particular achievement or possession. Improving your sense of inner peace will empower you to move toward your goals. They will also activate your ability to serve as a catalyst in any situation. You will become the spark that can ignite the fire in others. You will truly be a leader because you will lead others toward success by your own example.

The secret to motivating others is building a solid foundation in your own life. The basis for that foundation is your sense of inner peace and personal satisfaction. Upon that foundation you will build the framework of a diverse, interesting, and satisfying life. The foundation and framework then create an

environment in which meaningful relationships at home, work, and in the community can develop and flourish. Being with you will become a pleasant, positive, and motivating experience for others. They will seek to emulate you and look to you for guidance. In that way, you will be a spark. That spark will ignite a chain of events that will improve your life and the lives of those around you. Make the decision today to begin to lay that foundation within yourself and become a spark to those around you. Choose to lead others with a dazzling spark of brilliance rather than with a dull and indifferent collection of directives!

No one is apathetic except those in pursuit of someone else's objectives."

 — Henry Ford, early 20th century American automobile pioneer

Don't use money to try and shape behavior or boost performance. It rarely works. If you think it has in the past, what happened when you took the carrot away? No doubt, performance slipped and you were left with stimulus-dependent people looking for progressively bigger carrots. Unless people feel compensation and bonus systems are a major block, leave them alone.

When you do need to review or adjust your financial rewards, get the people you're compensating involved. They should give you feedback on your current approach and improvement ideas. Ideally, they would design and own the compensation system.

Keep reward programs simple and direct. Everyone should easily understand them. They should also see a direct connection between what they or their team does to serve customers or partners and their compensation. That argues for shared or self-managed teams operating in a decentralized structure. We've found that simple three tiered compensation systems work well: (1) personal, (2) team, division, or plant, and (3) corporate profit sharing. Base the rewards on an open-ended percentage of earnings, not performance to a budget or projections (that just invites game-playing at budget time).

Whose needs are your recognition and reward systems designed to serve? What are the goals? Are they to manipulate, control, and "motivate." Or do they build an atmosphere of helpfulness, appreciation, and high energy. How do you know? As with beauty, quality, or customer service, reward and recognition are in the eyes of the holder.

So get all your partners involved in designing meaningful reward and recognition systems and practices for each other. Involvement can happen through combinations of gap analysis, focus groups, teams that study and recommend, or teams that design and implement the reward system.

Get clear about want is to be rewarded and recognized and by whom. Move management out of the role of deciding who gets rewarded and recognized for what behaviors. Work with your partners to blend customer/partner input with your team or organization's vision, values, purpose, strategic imperatives, and improvement goals. Set up systems, programs, training, and provide a personal leadership example that gets customers and partners involved in giving frequent recognition and appreciation to each other.

Make sure there's a good balance between rewarding and recognizing both current performance and improvements. People who do well today but aren't improving won't help your team or organization get better. Anyone who's not continually improving will become a liability.

Don't set up competitions for limited rewards — unless teamwork isn't important to you. Fear of failure and losing doesn't create energy. Find ways to meaningfully recognize and energize as many people as possible.

Avoid suggestion systems. They reward people for lobbing ideas at others to implement. They work best in a paternalistic culture where they reinforce traditional management control rather than shared or self-management.

Don't use promotions as a reward. People should only be put into larger leadership roles because they have demonstrated the capacity, vision, values, skills and so on forever higher levels of leadership. Using promotions as rewards puts an unhealthy focus (and competition) on position, rank, and titles as a means of measuring worth. It also sets the promotee up for resentment and failure in his or her new position.

Traditional performance appraisals are dangerous and detrimental to performance. They rarely work. That's why organizations are constantly changing them. Why are you doing them? If it's to manipulate and control behavior, you're paying a big performance price to indulge this fiendish. If it's to develop people, replace appraisals with frequent performance discussions and coaching based on 360 degree feedback.

Separate compensation and performance discussions. They serve two different (and often opposing) purposes. Over 85

percent of the factors affecting individual performance are in the system, process, or structure of the organization.

Build jobs around people. Align good people with what they like to do and what needs doing. Helping people to grow, expand, and move to new challenges and opportunities are some of the best ways to show sincere recognition and genuine appreciation for their improvement efforts.

Keep measurements, improvement progress, and recognition highly visible. Use scoreboards, bulletin boards, voice mail, electronic or printed announcements and the like.

Recognize and reward both individuals and teams.

Use wide variety of constantly changing ways to recognize and appreciate contributions.

Develop Vision And Mission Statements

Vision and mission statements should articulate the essence of your organization's beliefs and values and define its place in the world. They establish the long-term direction that guides every aspect of an organization's daily operations.

To distinguish between the two, a vision statement expresses an organization's optimal goal and reason for existence, while a mission statement provides an overview of the group's plans to realize that vision by identifying the service areas, target audience, and values and goals of the organization.

The following statements highlight the difference between vision and mission:

Global Health Aid Organization

Vision: Our ultimate goal is a world without Infectious Disease.

Goal: The mission of the Global Health Aid Organization is to help people both infected and affected by infectious disease to secure adequate nutritional and health support to enhance their lives.

In drafting appropriate statements for your organization, you might think about answers to the following questions to guide you:

Vision

- What are the values or beliefs that inform your work?
- What would you ultimately hope to accomplish as a result of your efforts?

Mission

- How do you plan to work toward this broad vision?
- For whose specific benefit does the organization exist?

DEFINITION

Vision Statement (desired end-state): A one-sentence statement describing the clear and inspirational long-term desired change resulting from an organization or program's work.

The following vision statements were selected from the top 100 nonprofits (based on a series of web, social, and financial metrics).

GENERAL FINDINGS

- The best visions are inspirational, clear, memorable, and concise.
- Avg. length for the full 30 organizations listed here is only 14.56 words (excluding brand references)
- Avg. length for the first 15 organizations is only 10.5 words (excluding brand references).
- The shortest contains only three words (Human Rights Campaign)
- The longest contains 31 words (Amnesty International)

30 EXAMPLE VISION STATEMENTS

Oxfam: A just world without poverty (5 words)
Feeding America: A hunger-free America (4 words)

Human Rights Campaign: Equality for everyone (3)

National Multiple Sclerosis Society: A World Free of MS (5)

Alzheimer's Association: Our vision is a world without Alzheimer's (7)

Habitat for Humanity: A world where everyone has a decent place to live. (10)

Oceana seeks to make our oceans as rich, healthy and abundant as they once were. (14)

Make-A-Wish: Our vision is that people everywhere will share the power of a wish (13)

San Diego Zoo: To become a world leader at connecting people to wildlife and conservation. (12)

The Nature Conservancy: Our vision is to leave a sustainable world for future generations. (11)

Ducks Unlimited is wetlands sufficient to fill the skies with waterfowl today, tomorrow and forever. (13)

In Touch Ministries: proclaiming the Gospel of Jesus Christ to people in every country of the world. (14)

NPR, with its network of independent member stations, is America's pre-eminent news institution (12)

World Vision: For every child, life in all its fullness; Our prayer for every heart, the will to make it so (19)

Teach for America: One day, all children in this nation will have the opportunity to attain an excellent education. (16)

ASPCA: That the United States is a humane community in which all animals are treated with respect and kindness. (18)

Cleveland Clinic: Striving to be the world's leader in patient experience, clinical outcomes, research and education. (14)

Goodwill: Every person has the opportunity to achieve his/her fullest potential and participate in and contribute to all aspects of life. (21)

Smithsonian: Shaping the future by preserving our heritage, discovering new knowledge, and sharing our resources with the world (17)

WWF: We seek to save a planet, a world of life. Reconciling the needs of human beings and the needs of others that share the Earth… (25)

Save the Children: Our vision is a world in which every child attains the right to survival, protection, development and participation. (18)

Kiva: We envision a world where all people – even in the most remote areas of the globe – hold the power to create opportunity for themselves and others. (26)

Leukemia & Lymphoma Society: Cure leukemia, lymphoma, Hodgkin's disease and myeloma, and improve the quality of life of patients and their families. (18)

Boy Scouts of America: To prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law. (24)

Charity: water believes that we can end the water crisis in our lifetime by ensuring that every person on the planet has access to life's most basic need — clean drinking water. (28)

Clinton Foundation: To implement sustainable programs that improve access worldwide to investment, opportunity, and lifesaving services now and for future generations. (19)

VFW: Ensure that veterans are respected for their service, always receive their earned entitlements, and are recognized for the sacrifices they and their loved ones have made on behalf of this great country. (32)

Special Olympics: To transform communities by inspiring people throughout the world to open their minds, accept and include people with intellectual disabilities and thereby anyone who is perceived as different. (28)

Creative Commons: Our vision is nothing less than realizing the full potential of the Internet — universal access to research and education, full participation in culture — to drive a new era of development, growth, and productivity. (33)

Amnesty International: Amnesty International's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal **Declaration of Human Rights** and other international human rights instruments. (31)

WHAT DOES THIS MEAN FOR YOU?

Is your vision statement longer than 20 words? Can you get it below 15? Below 10? Design you vision statement to clearly communicate what you are working to achieve in a way that people can remember it and communicate this to others.

Mission Statement (What You Do): A one-sentence statement describing the reason an organization or program exists and used to help guide decisions about priorities, actions, and responsibilities.

Many nonprofit mission statements succumb to an over use of words in general, but especially jargon. Good mission statements should be clear, memorable, and concise.

The following are 50 mission statements selected from the top 100 nonprofits list (based on a series of web, social, and financial metrics).

GENERAL FINDINGS

- The best mission statements are clear, memorable, and concise.
- Avg. length for the full 50 organizations listed here is only 15.3 words (excluding brand references)
- Avg. length for the first 20 organizations below is only 9.5 words (excluding brand references).
- The shortest contains only two words (TED)
- The longest contained 235 words (UNHCR)

50 MISSION STATEMENTS FROM TOP NONPROFITS

Oxfam: A just world without poverty (5 words)

Feeding America: A hunger-free America (4 words)

Human Rights Campaign: Equality for everyone (3)

National Multiple Sclerosis Society: A World Free of MS (5)

Alzheimer's Association: Our vision is a world without Alzheimer's (7)

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Boy Scouts of America: To prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law. (24)

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Amnesty International: Amnesty International's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments. (31)

WHAT DOES THIS MEAN FOR YOU?

Is your mission statement longer than 20 words? Can you get it below 15? Below 10? Design it to clearly communicate what you do in such a way that people can remember it and communicate this to others.

Is It A Vision Or A Mission? A Goal Or An Objective?

We've seen and read business and management/marketing plans by the score and we often surprised by the confusion and misunderstanding that surrounds planning terminology. Today's primer lays out a precise and understandable explanation of the difference between the terms, unfortunately without an author's name attached.

Vision: A picture of the "preferred future;" a statement that describes how the future will look if the organization achieves its ultimate aims, e.g. "The widgets of choice for a value-focused world."

Mission: A statement of the overall purpose of an organization. It describes what you do, for whom you do it and the benefit, e.g. "To provide consumers with high-quality, price-competitive widgets to meet their personal, business and recreational needs."

Goals: Broad, long-term aims that define accomplishment of the mission, e.g. "Grow profitability. Maximize net income by increasing revenues and controlling costs."

Objectives: Specific, quantifiable, realistic targets that measure the accomplishment of a goal over a specified period of time, e.g. "Increase revenues by x% in 2004. Limit increases in overhead costs to y%. Achieve a z% reduction in management staff through increased automation."

Strategies: Broad activities required to achieve an objective, control a critical success factor, or overcome a barrier, e.g. "Establish a partnership with a foreign manufacturer to revamp the Northeast plant. Implement a program to widely promote our success as a quality producer."

Tactics: Specific steps to be taken, by whom by when, and at what cost, to implement a strategy, e.g. "Initiate discussions with PR firm on quality promotion. Week of 8/16/04." This is where the detailed implementation tactics reside and is the portion of the plan that provides an executional roadmap combined with goalposts for performance measurement.

Why it Matters

Simply stated, you can't plan accurately if you don't understand the territory, its pathways and boundaries. That's ultimately why

so many plans are not worth much more than the paper they're written on.

Precise planning terminology forces focus in the planning process, minimizing confusion as to planning direction. All parties are on the same page, so to speak. It also necessitates thinking beyond today's tactical need, a common weakness in many marketing planning protocols. To that point, it seems that the most commonly committed mistake is the confusion between "strategy" and "tactics." As the above definition reveals, they are not inter-changeable. The mistake often arises out of an imbalance between understanding the future and the tactical process of getting there. There is also the issue of insufficient accountability in the form of metrics and follow-up. The planning process demands measurement of performance. Without that measurement, accountability is denied, responsibility is skirted and "learning from the experience" is lost.

All too often in the management process, failure arises from a lack of planning and an unwillingness to do the preparatory homework. It's too easy to justify the decision based on gut instinct and "been there, done that" experience. For a small company, resource constrained in its business support, that behavior is understandable, sometimes inevitable. But it's a bad habit. For most, the advice is unequivocal. Every major marketing initiative demands a plan; every plan needs a process.

Let's recap:
Can you tell the difference between vision, mission, goals, objectives, activities/tasks and strategies?
Vision - is your aspiration for your life and the world.
Mission - is how YOU can help fulfill this aspiration.
Goals - are end results that you want to achieve.
Objectives - are sub goals with measurable outcomes that are expected to get you to your goals.
Activities/Tasks - are actions you take to support your goals and objectives.
Strategies - are your methods for achieving your goals and objectives.

A Big Goal Is Not The Same As a Vision

You know where you want to go and you can see your next steps – but you won't be able to see the entire path.
Vision is not about the path, it's about the destination. As you take each step, the next step becomes clear as long as you stay focused on your vision.

*You don't have to see the whole staircase, just take the first step. ..~*Martin Luther King, Jr.

Goals are important.
Goals quantify and define the steps you must take. They are the signposts that let you know you are moving in the right direction. They are measurable and answer questions like *When?* and *How much? (*rather than *Why?* which is addressed by your vision).

Too often leaders set goals without first answering, "For what purpose?" and without clarifying their values. When goals are not connected to a clear purpose and values, people often work at cross-purposes with each other, not "rowing in the same direction." Unsure of the purpose of their activities and without values to guide them, they remain dependent on leaders to provide direction.

A goal can have a picture of the end result and still not be a vision.
If you have a goal to lose weight, it is very helpful to create a mental image of yourself looking thin. It is powerful to create a picture of what you *want* (rather than struggling with what you want to resist). You can more easily sustain your energy and commitment. However, even though you have a powerful picture, losing weight is a goal, not a vision. Unless it is connected with a vision of something greater, like a healthy body or positive self-image, you are likely to put the weight back on.

A vision is enduring and provides clarity for the next step. A goal ends.

One way to distinguish between a vision and a goal is to ask, "What's next?" A vision provides clear ongoing direction—it is clear what you should do next. As you take each step, the next one becomes clear. A vision continues to act as a beacon, guiding you in setting new goals once current ones have been achieved.

Once you have reached your goal, it is finished. Future direction is unclear because the goal was an end unto itself. Consider these two examples – one of a vision, the other of a goal.

Both provide a picture of the end result.

Both are powerful.

However, one ended …and the other continues.

A Vision

Martin Luther King Jr. described his vision of a world where people live together in mutual respect. In his "I Have a Dream" speech, he described a world where his children "will not be judged by the color of their skin but by the content of their character." He created powerful and specific images arising from the values of brotherhood, respect, and freedom for all—values that resonate with the values that founded the United States. The test of this vision is that it continues to mobilize and guide people beyond King's lifetime.

A Big Goal

President John F. Kennedy announced a goal for the Apollo Moon Project: to put a man on the moon by the end of the 1960's. The underlying purpose and values were not clear. Was the purpose to win the space race? to begin the space defense initiative? or in the spirit of Star Trek "to boldly go where no one has gone before"?

The image of the end result was powerful; therefore, the goal was reached in the face of overwhelming obstacles. But lacking a vision that provided the answer to "What's next?" NASA has shown neither clear direction nor outstanding performance since.

How to Ask Intelligent Questions With Impact

How would you like a magic way to influence people to do whatever you want them to do? This technique uses win-win psychology. It gives you the power to arrange events to your satisfaction. It puts almost any resource or person at your service to help you get whatever you want. It gets you the helpful counsel of leaders.

The entire medical profession uses this technique. Educators, business leaders, salespeople, researchers, scientists and even business coaches use this method. What is this magic performance tool? ASKING QUESTIONS

"Ask and you shall receive", says the Bible. Ask, and every human being has been conditioned to do what they are asked to do, say the psychologists. Ask, and according to the law of averages, you'll get enough "yes's" to guarantee your success, say the sales managers.

Ask important people any sensible, relevant question, for their opinion, advice, for a favor or anything that will enable you to meet them; then make sure they know who you are, and maintain your contact so they remember you. Ask "How can we do this better?" Ask "How can we do more?" Ask "How can we serve our clients better?" If you don't have answers to these questions, find someone who does and ask them.

There are thousands of examples to prove that asking good questions is one of the most important success secrets. Asking is the quickest, easiest and surest ways to get people to do what you want them to do. Why does this work? Why do people tend to do what you ask them to do? Why is it that people who have no interest in you use their time and energy to furnish you with information just because you asked them for it? Because people are conditioned from childhood to respond to polite questions. If you ask intelligent questions with impact, almost everyone will answer you.

The other significant reason to ask good questions is to help the person you are asking. Asking well-crafted, intelligent questions causes people to think profoundly. When someone thinks more deeply than before, new ideas, new answers and new possibilities emerge.

Years ago, as a business consultant, I took pride in always having an answer. Now I realize that in our fast-moving, mile-a-minute world, answers have a very short shelf-life. Having the right questions is more important and more valuable.

In my practice as a business coach, one of my most important roles is to ask questions that cause my clients to consider possibilities they have not yet explored. Asking relevant questions of my clients is like holding up a mirror to their actions and decisions so they can see for themselves whether it is the right thing to do.

How do you ask good questions? I'm glad you asked. Here are a few pointers. First, choose the appropriate type of question to ask. Questions can be categorized into two basic groups, open and closed. Ask OPEN questions when you want to engage the other person in conversation. Open questions literally "open up" the dialogue. Open questions require more than a word or two to answer adequately. Open questions generally begin with "What" "How" "Who" "When" "Why". Be careful when asking "Why" questions. Too many can come across as confrontational.

Open questions come in different types:
Subjective questions - use these when you ask for an opinion. "What do you think about......?" "What are his qualifications?" "How do you feel about.......?"

Objective questions - these are to ask for specific information. "What evidence did the police have?" "How have you been handling this process?" "What factors are necessary to raise your CSI?"

Problem Solving questions - ask these when you want action ideas. "What should you do next?" "How would you implement the steps we just discussed?"
Use CLOSED questions when you want to inhibit long discussion. Closed questions can be answered adequately in only a few words. Closed questions often begin with "Are" "Can" "Did" "Do" etc.

Closed questions also come in different types:
Identification question "What kind of car is this?" "Who is responsible for this...?"

Selection question (these are either / or) "Are closed or open questions better at promoting discussion?" "Who is right, the manager or the dealer?"

Yes/No question "Does this client have the documentation on the project?" "Has the questioning process been presented to the managers?"
So here's the formula. When you want short, crisp answers, ask closed questions. When you want a discussion, ask open questions. If you want to shorten the discussion, ask a closed question. When you desire a narrative, use an open question.

The most common mistake in asking questions is to ask a closed question when you actually want the other person to expound. For example, " Will you tell me about your vacation?" This is technically a closed question, designed for a yes or no answer. Fortunately, in our culture, most people will give you a polite answer even when you ask the wrong type of question.

Asking the correct type and style of question makes it easier for the people around you to provide the appropriate answer. When you ask wise questions, others will applaud your insight and your understanding, even when they are doing most of the talking. Sincere questions are a great conversation starter. Good questions are good for everyone involved.

Strategic Planning

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy. Strategic planning became prominent in corporations during the 1960s and remains an important aspect of strategic management. It is executed by strategic planners or strategists, who involve many parties and research sources in their analysis of the organization and its relationship to the environment in which it competes.[1]

Strategy has many definitions, but generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be planned (intended) or can be observed as a pattern of activity (emergent) as the organization adapts to its environment or competes.

Strategy includes processes of formulation and implementation; strategic planning helps coordinate both. However, strategic planning is analytical in nature (i.e., it involves "finding the dots"); strategy formation itself involves synthesis (i.e., "connecting the dots") via strategic thinking. As such, strategic planning occurs around the strategy formation activity.

Overview

Strategic planning is a process and thus has inputs, activities, and outputs. It may be formal or informal and is typically iterative, with feedback loops throughout the process. Some elements of the process may be continuous and others may be executed as discrete projects with a definitive start and end during a period. Strategic planning provides inputs for strategic thinking, which guides the actual strategy formation. The end result is the organization's strategy, including a diagnosis of the environment and competitive situation, a guiding policy on what the organization intends to accomplish, and key initiatives or action plans for achieving the guiding policy.

Michael Porter wrote in 1980 that formulation of competitive strategy includes consideration of four key elements:

1. Company strengths and weaknesses;
2. Personal values of the key implementers (i.e., management and the board);
3. Industry opportunities and threats; and
4. Broader societal expectations.[3]

The first two elements relate to factors internal to the company (i.e., the internal environment), while the latter two relate to factors external to the company (i.e., the external environment).[3] These elements are considered throughout the strategic planning process.

Inputs

Data is gathered from a variety of sources, such as interviews with key executives, review of publicly available documents on the competition or market, primary research (e.g., visiting or observing competitor places of business or comparing prices),

industry studies, etc. This may be part of a competitive intelligence program. Inputs are gathered to help support an understanding of the competitive environment and its opportunities and risks. Other inputs include an understanding of the values of key stakeholders, such as the board, shareholders, and senior management. These values may be captured in an organization's vision and mission statements.

Activities

"The essence of formulating competitive strategy is relating a company to its environment." **Michael Porter**

Strategic planning activities include meetings and other communication among the organization's leaders and personnel to develop a common understanding regarding the competitive environment and what the organization's response to that environment (its strategy) should be. A variety of strategic planning tools (described in the section below) may be completed as part of strategic planning activities.

The organization's leaders may have a series of questions they want answered in formulating the strategy and gathering inputs, such as:

- What is the organization's business or interest?
- What is considered "value" to the customer or constituency?
- Which products and services should be included or excluded from the portfolio of offerings?
- What is the geographic scope of the organization?
- What differentiates the organization from its competitors in the eyes of customers and other stakeholders?

- Which skills and resources should be developed within the organization?

Outputs

The output of strategic planning includes documentation and communication describing the organization's strategy and how it should be implemented, sometimes referred to as the strategic plan. The strategy may include a diagnosis of the competitive situation, a guiding policy for achieving the organization's goals, and specific action plans to be implemented.[ ] A strategic plan may cover multiple years and be updated periodically.

The organization may use a variety of methods of measuring and monitoring progress towards the objectives and measures established, such as a balanced scorecard or strategy map. Companies may also plan their financial statements (i.e., balance sheets, income statements, and cash flows) for several years when developing their strategic plan, as part of the goal setting activity. The term budget is often used to describe the expected financial performance of an organization for the upcoming year.

Tools and Approaches

A variety of analytical tools and techniques are used in strategic planning. These were developed by companies and management consulting firms to help provide a framework for strategic planning. Such tools include:

- <u>PEST analysis</u>, which covers the remote external environment elements such as political, economic, social and technological (PESTLE adds legal/regulatory and ecological/environmental);
- <u>Scenario planning</u>, which was originally used in the military and recently used by large corporations to analyze future scenarios;
- <u>Porter five forces analysis</u>, which addresses industry attractiveness and rivalry through the bargaining power of buyers and suppliers and the threat of substitute products and new market entrants;
- <u>SWOT analysis</u>, which addresses internal strengths and weaknesses relative to the external opportunities and threats;
- <u>Growth-share matrix</u>, which involves portfolio decisions about which businesses to retain or divest; and
- <u>Balanced Scorecards</u> and strategy maps, which creates a systematic framework for measuring and controlling strategy.

Leadership and Change

Managers are people who do things right, while leaders are people who do the right thing. — Warren Bennis, Ph.D. *On Becoming a Leader*

Today's business world is highly competitive. The way to survive is to reshape to the needs of a rapidly changing world. Resistance to change is a dead-end street. . . for both you and the organization. Customers are not only demanding excellent service, they are also demanding more. If you do not supply it, your competitors will. Organizations are reshaping themselves to change quickly in order to meet the needs of their customers.

The organization's top leaders know they cannot throw money at every problem and that they need highly committed and flexible workers. As a leader, you need to emphasize action to make the change as quickly and smoothly as possible.

Organizations normally go through four main changes throughout their growth (Klepper, 1997):

1. Formative Period — This is when a new organization is just getting started. Although there is a founding vision (the purpose of the organization), there are no formal definitions. This is just as well because normally there are a lot of experimentation and innovation taking place. These changes of creativity and discovery are needed to overcome obstacles and accomplish breakthroughs.

2. Rapid Growth Period — Direction and coordination are added to the organization to sustain growth and solidify gains. Change is focused on defining the purpose of the organization and on the mainstream business.

3. Mature Period — The strong growth curve levels off to the overall pace of the economy. Changes are needed to

maintain established markets and assuring maximum gains are achieved.

4. <u>Declining Period</u> — This is the rough ride. For many organizations it means down-sizing and reorganization. To survive, changes include tough objectives and compassionate implementation. The goal is to get out of the old and into something new. Success in this period means that the four periods start over again.

For some organizations the four periods of growth come and go very rapidly, for others, it may take decades. Failure to follow-through with the needed changes in any of the four growth periods means the death of the organization. Some, such as IBM, do it successfully, others, like ATT, do it quite poorly.

Communication with and Among School Stakeholders

Many executives, recognizing the need to have well trained management, place a priority on management development. They identify skill deficiencies in individual managers, usually by a training needs analysis, and prescribe training.   However this "logical" approach to improving the performance of managers can be very inappropriate and counter-productive. Often the absence of management skill is symptomatic of organizational problems rather than deficiencies of individual managers.

The CEO of XYZ Company was disappointed with the personal performance of his department managers. Quality, morale and other production problems were getting out of hand and he saw little constructive effort from his managers to resolve their problems. Department heads appeared disorganized and they constantly fought between themselves. Interdepartmental cooperation did not exist. To this CEO, the need for management development was critical and obvious. As a solution, the company training officer was instructed to undertake a training needs analysis. He interviewed the CEO on his observations of the managers' performance, and presented a list of management skills to the managers for them to priorize. Subsequently, the managers were enrolled in training courses on problem solving, time management, team building, conflict resolution and human relations.
Unfortunately the situation never improved. In fact it worsened! Scheduling the training took forever and until the managers were able to attend each specific course, they felt no obligation to improve that specific aspect of their job. The techniques and ideas eventually presented in the workshops were not used by the managers; in part because the concepts and skills didn't solve any of the managers' perceived problems, and in part because the managers weren't held accountable for changing their former work habits. Finally, failure to improve teamwork, problem solving, human relations, conflict resolution and time management was conveniently blamed on the training programs. Exit the CEO of XYZ Company.

The problem in XYZ Company was that the initial diagnosis was incorrect. Organizational behavior is a very complex phenomenon. Techniques like "training needs analysis" are often too simplistic and they presuppose not only the existence of discrete independent skills and that performance problems are caused by individual skill deficiencies, but also that employees can objectively assess their own lack of skill. These needs analysis seem to identify a need for a "skill" only when a problem has arisen. They aren't good tools to prevent problems. In fact, they are more often a shopping list of wishful solutions to a manager's job frustrations.

10 Communication Secrets of Great Leaders

It is simply impossible to become a great leader without being a great communicator. I hope you noticed the previous sentence didn't refer to being a great talker – big difference. The key to becoming a skillful communicator is rarely found in what has been taught in the world of academia. From our earliest days in the classroom we are trained to focus on enunciation, vocabulary, presence, delivery, grammar, syntax and the like. In other words, we are taught to focus on ourselves. I'll share a few of the communication traits, which if used consistently, will help you achieve better communication results.

It is the ability to develop a keen external awareness that separates the truly great communicators from those who muddle through their interactions with others. Examine the world's greatest leaders and you'll find them all to be exceptional communicators. They might talk about their ideas, but they do so in a way which also speaks to your emotions and your aspirations. They realize if their message doesn't take deep root with the audience then it likely won't be understood, much less championed.

I don't believe it comes as any great surprise that most leaders spend the overwhelming majority of their time each day in some type of an interpersonal situation. I also don't believe it comes as a great shock that a large number of organizational problems occur as a result of poor communications. It is precisely this paradox that underscores the need for leaders to focus on becoming great communicators. Effective communication is an essential component of professional success whether it is at the interpersonal, inter-group, intra-group, organizational, or external level. While developing an understanding of great communication skills is easier than one might think, being able to appropriately draw upon said skills when the chips are down is not always as easy as one might hope for.
Skills acquired and/or knowledge gained are only valuable to the extent they can be practically applied when called for. The

number one thing great communicators have in common is they possess a heightened sense of situational and contextual awareness. The best communicators are great listeners and astute in their observations. Great communicators are skilled at reading a person/group by sensing the moods, dynamics, attitudes, values and concerns of those being communicated with. Not only do they read their environment well, but they possess the uncanny ability to adapt their messaging to said environment without missing a beat. The message is not about the messenger; it has nothing to do with messenger; it is however 100% about meeting the needs and the expectations of those you're communicating with.

So, how do you know when your skills have matured to the point that you've become an excellent communicator? The answer is you'll have reached the point where your interactions with others consistently use the following ten principles:

1. Speak not with a forked tongue**:** In most cases, people just won't open up to those they don't trust. When people have a sense a leader is worthy of their trust they will invest time and take risks in ways they never would if their leader had a reputation built upon poor character or lack of integrity. While you can attempt to demand trust, it rarely works. Trust is best created by earning it with right acting, thinking, and decisioning. Keep in mind people will forgive many things where trust exists, but will rarely forgive anything where trust is absent.

2. Get personal**:** Stop issuing corporate communications and begin having organizational conversations – think dialog not monologue. Here's the thing – the more personal and engaging the conversation is the more effective it will be. There is great truth in the following axiom: "people don't care how much you know until they know how much you care." Classic business theory tells leaders to stay at arm's length. I say stay at arm's length if you want to remain in the dark receiving only highly sanitized versions of the truth. If you don't develop meaningful relationships with people you'll never know what's really on their mind until it's too late to do anything about it.

3. <u>Get specific</u>**:** Specificity is better than Ambiguity 11 times out of 10: Learn to communicate with clarity. Simple and concise is always better than complicated and confusing. Time has never been a more precious commodity than it is today. It is critical leaders learn how to cut to the chase and hit the high points – it's also important to expect the same from others. Without understanding the value of brevity and clarity it is unlikely you'll ever be afforded the opportunity to get to the granular level as people will tune you out long before you ever get there. Your goal is to weed out the superfluous and to make your words count.

4. <u>Focus on the leave-behinds not the take-aways</u>**:** The best communicators are not only skilled at learning and gathering information while communicating, they are also adept at transferring ideas, aligning expectations, inspiring action, and spreading their vision. The key is to approach each interaction with a servant's heart. When you truly focus on contributing more than receiving you will have accomplished the goal. Even though this may seem counter-intuitive, by intensely focusing on the other party's wants, needs & desires, you'll learn far more than you ever would by focusing on your agenda.

5. <u>Have an open mind</u>**:** I've often said that the rigidity of a closed mind is the single greatest limiting factor of new opportunities. A leader takes their game to a whole new level the minute they willingly seek out those who hold dissenting opinions and opposing positions with the goal not of convincing them to change their minds, but with the goal of understanding what's on their mind. I'm always amazed at how many people are truly fearful of opposing views, when what they should be is genuinely curious and interested. Open dialogs with those who confront you, challenge you, stretch you, and develop you. Remember that it's not the opinion that matters, but rather the willingness to discuss it with an open mind and learn.

6. <u>Shut-up and listen</u>**:** Great leaders know when to dial it up, dial it down, and dial it off (mostly down and off). Simply broadcasting your message ad nauseum will not have the

same result as engaging in meaningful conversation, but this assumes that you understand that the greatest form of discourse takes place within a conversation, and not a lecture or a monologue. When you reach that point in your life where the light bulb goes off, and you begin to understand that knowledge is not gained by flapping your lips, but by removing your ear wax, you have taken the first step to becoming a skilled communicator.

7. Replace ego with empathy**:** I have long advised leaders not to let their ego write checks that their talent can't cash. When candor is communicated with empathy & caring and not the prideful arrogance of an over inflated ego good things begin to happen. Empathetic communicators display a level of authenticity and transparency that is not present with those who choose to communicate behind the carefully crafted facade propped-up by a very fragile ego. Understanding the communication principle is what helps turn anger into respect and doubt into trust.

8. Read between the lines: Take a moment and reflect back on any great leader that comes to mind… you'll find they are very adept at reading between the lines. They have the uncanny ability to understand what is not said, witnessed, or heard. Being a leader should not be viewed as a license to increase the volume of rhetoric. Rather astute leaders know that there is far more to be gained by surrendering the floor than by filibustering. In this age of instant communication, everyone seems to be in such a rush to communicate what's on their mind that they fail to realize everything to be gained from the minds of others. Keep your eyes & ears open and your mouth shut and you'll be amazed at how your level or organizational awareness is raised.

9. When you speak, know what you're talking about: Develop a technical command over your subject matter. If you don't possess subject matter expertise, few people will give you the time of day. Most successful people have little interest in listening to those individuals who cannot add value to a

situation or topic, but force themselves into a conversation just to hear themselves speak. The fake it until you make it days have long since passed, and for most people I know fast and slick equals not credible. You've all heard the saying "it's not what you say, but how you say it that matters," and while there is surely an element of truth in that statement, I'm here to tell you that it matters very much what you say. Good communicators address both the "what" and "how" aspects of messaging so they don't fall prey to becoming the smooth talker who leaves people with the impression of form over substance.

10. Speak to groups as individuals: Leaders don't always have the luxury of speaking to individuals in an intimate setting. Great communicators can tailor a message such that they can speak to 10 people in a conference room or 10,000 people in an auditorium and have them feel as if they were speaking directly to each one of them as an individual. Knowing how to work a room and establish credibility, trust, and rapport are keys to successful interactions.

11. Bonus – Be prepared to change the message if needed: Another component of communications strategy that is rarely discussed is how to prevent a message from going bad, and what to do when does. It's called being prepared and developing a contingency plan. Again, you must keep in mind that for successful interactions to occur, your objective must be in alignment with those you are communicating with. If your expertise, empathy, clarity, etc. don't have the desired effect, which by the way is very rare, you need to be able to make an impact by changing things up on the fly. Use great questions, humor, stories, analogies, relevant data, and where needed, bold statements to help connect and engender the confidence and trust that it takes for people to want to engage.

Don't assume someone is ready to have a particular conversation with you just because you're ready to have the conversation with them. Furthermore, you cannot assume anyone knows where you're coming from if you don't tell them.

If you fail to justify your message with knowledge, business logic, reason, empathy etc., you will find that said message will likely fall on deaf ears needing reinforcement or clarification afterward.

Bottom line – The leadership lesson here is whenever you have a message to communicate (either directly, or indirectly through a third party) make sure said message is true and correct, well reasoned, and substantiated by solid business logic that is specific, consistent, clear and accurate. Most importantly of all, keep in mind that communication is not about you, your opinions, your positions or your circumstances. It's about helping others by meeting their needs, understanding their concerns, and adding value to their world. Do these things and you'll drastically reduce the number of communications problems you'll experience moving forward.

Communication Skills

7 Steps to Closure

<u>The 7 Steps is one of the high performance skill sets</u>

What

Effective teamwork begins the instant you begin any interaction, whether in person, through the electronic media or through the design of a product some unknown party will eventually use.

A successful interaction is defined by two criteria. First, did the interaction end with closure—meaning all the relevant parties know who is going to do what when. And second, does that closure accommodate some degree of success for all involved, beginning with the customer and working back to include all parties to the interaction, regardless of differing agendas, priorities or apparent incentives.

Why

Most organizations have a random closure culture, meaning that interactions sometimes close and sometimes do not. The culture of these organizations has grown up randomly, not designed and driven specifically to cause closure in every interaction. The result is "closure by coincidence," depending on who is interacting, the circumstances and the workloads. When closure doesn't occur, them vs. us conflicts result, especially in passionate, fast growing organizations.

A few organizations choose to drive culture, both top-down and bottom-up. This means the organization provides both the atmosphere and the skills to encourage closure in every single interaction. These organizations make it a point to model closure from the top and to instill that kind of leadership

throughout the company. We'll call these exceptional companies Leadership Organizations.

Chances are your competition is a Random Organization. This creates a great opportunity for a competitive edge. While competitive edge resulting from best technology is critical, it can and eventually will be copied and bested. Competitive edge that results from great personnel is also priceless, but eventually can be stolen. When the organization adds culture to its competitive profile, the edge becomes more lasting. It is very difficult to copy the unique personality of your workforce, now cohesive around the intention of creating closure, trust and coordination among the disparate functions and locations of the organization.

How

1. Clarify the problem.

Start by identifying the specific situation. List all the problems, challenges, questions, misunderstandings and non-closures and list the consequences of not getting closure. If possible, include the actual dollar cost in terms of lost time, lost productivity, missed opportunities, etc. List the personal costs to you of non-closure, including frustration, burnout, lost personal opportunity, etc. Finally, identify how - by action, inaction or both - you have been part of the problem in the non-closure situation.

Common causes for not getting to closure include:
Procrastination. Putting off that which looks painful or hopeless never results from being busy; it is always an issue of avoidance. Never accept "I'm too busy" as an excuse. Look deeper to see what potential pain or difficulty you are avoiding. When you look deeper and see the pain, you start to see a habit emerge. It's critical to discover for yourself the habit that underlies the avoidance behavior. It takes courage to have the fear and go through it anyway.

Being rigid and demanding. Some habits are not fear based. People often project an image or style they aren't aware of. In fact, the style they are projecting is an invitation to the other person to act out of fear rather than toward the vision. When you're rigid and inflexible, it invites (not causes) the other person to change the content of what they are telling you. Avoiding conflict.

2. Vision.
Create a vision, a word picture of the best outcomes in these relationships where you aren't getting closure. Be brief but very specific. "I want better communication" is not specific enough. Instead, it needs to be something like, "I want better communication in these areas. Better communication in these areas would lead to closure in this specific instance. I will know we have gotten closure in this specific instance because I will see such and such."

3. Communication.
Conduct closure communications.

There are two kinds of communications.
In *prevailing* communication, you want your viewpoint to prevail over the other person's. In *understanding* communication, you want to understand the other viewpoint, and to be understood.

Prevailing conversations cause us to get less intelligent because each person sees things only from their own point of view. Understanding conversations make us smarter because they allow us to see enough different viewpoints that we get a real picture of what is going on. This is like the difference between changing a line in a blueprint and moving the walls after the building is constructed.

To reach closure effectively, practice it on something that is important, current and needs resolution. Sit down and have the communication. This requires knowing how to ask questions and having good listening skills. Most questions contain assumptions that invite negative, defensive responses. "Why

are you always late?" is an assumptive question. If your goal is to prevail and be right, then ask presumptive questions. If your goal is to get a closure, ask non-assumptive questions, such as, "How are we doing on our timeline?"

4. Consensus.
Find the moment of attitude conversion.

During the communication, there will come a moment when the air has cleared, when a critical mass of the parties see the potential for win/win closure. This "moment" is not subtle and not fleeting. It is clearly recognizable and only requires that you look for the moment during or after a thorough, efficient communication in step 3.

This moment of clarity—again, when people experience the possibility of win/win—is the time to seize for action, not before and not after. Now is the time to devise strategies.

5. Devise Strategies.
Make the action plan.

The Random Organization attempts to devise strategies before Steps 1-4 have been completed, bypassing potential discomfort or conflict and inadvertently subverting the entire process. Even if closure is achieved under these circumstances, chances are the result will be win/lose or that promises made will not have real commitment. The old labor management wars show this clearly: when the company goes straight to contract "negotiations" without first establishing a win/win attitude through Steps1-4, the contract may get signed while both sides continue to store ammunition for the next battle.

In an environment of trust, most action plans are really business proposals that account for buy-in strategies, projected resource needs, probable impact and risk/reward analysis. Even simple closure agreements are best rendered in writing.

6. **Distribute Accountabilities**.
How to make and receive promises.

Commitments happen every day. Some are effective and result in accountability. Some are not effective and do not result in full accountability. There is no mystery about which is which. The difference in performance is staggering-soft commitments are one of the most expensive mistakes that a team can make. A commitment is a skill that everyone needs to have, and requires a specific atmosphere and specific training. A commitment is a condition of no conditions. "I'll be here at 9:00 if the traffic is normal" is not a commitment because it has a condition. A commitment is an unconditional promise, not a guarantee, which always involves risk and some degree of unknown.

In the Leadership Organization, senior management leads in several ways:
It models commitment behavior.
It is explicitly accountable to the rest of the organization for its commitments.
It provides the true gift of performance pressure balanced with acknowledgment.
It provides specific guidelines concerning the desired culture of closure, and works the guidelines down and back up the organization, inviting buy-in and improvement, and,
It provides the training required for the critical mass of the workforce to understand effective promises and how to reach closure in 100% of its interactions.
When these elements are missing, a Random Organization results. In these organizations, the pressure resulting from growth often results in uncommunicated conditions or reservations: people saying "yes" and meaning "maybe." These false commitments result in missed accountabilities, micro-management and credibility gaps that extend directly to the customer.

Your credibility with your customer cannot exceed your credibility with each other.

7. Handle Slippage.

There are two kinds of slippage, the kind resulting from an initially soft commitment and the kind resulting from a firm commitment that ran into reality. Both must be addressed immediately. The most expensive error in dealing with marginal performance is to ignore it and hope it will improve. This contributes to an atmosphere of denial and non-closure (people responding to others' needs with "yes" but with no timeline promised).

The best way to deal with slippage is immediately and respectfully. The non-assumptive question "What happened?" is far more effective than an initial accusation or even the question "Why?", either of which can invite defensiveness and delay progress. "What happened?" is the beginning of a problem-solving collaboration, which will create leverage and new learning - - which the Leadership Organization consistently seeks.

Having the real status information on the table facilitates intelligent choices, which are four**:**

1. End the commitment to the accountability, or this person's involvement;

2. Change the commitment, for instance by changing the timeline or resource allocation;

3. Re-commit to the original accountability and timeline, or;

4. Ignore the situation and hope it will go away (Disaster Choice).

Once choices are confirmed, the parties might render the new plan into writing, as a gesture of trust and to incorporate the new learning from this process.

10 Characteristics of Good Problem Solvers

Good problem solvers are good thinkers. They have less drama and problems to begin with and don't get overly emotional when faced with a problem. They usually see problems as challenges and life experiences and try to stand above them, objectively.

Good problem solvers use a combination of intuition and logic to come up with their solutions. Intuition has more to do with the emotional and instinctive side of us and logic is more related to our cognition and thinking. Good problem solvers use both of these forces to get as much information as they can to come up with the best possible solution. In addition, they are reasonably open minded but logically skeptical. Some of the general characteristics of good problem solvers are:

1. They don't need to be right all the time**:** They focus on finding the right solution rather than wanting to prove they are right at all costs.

2. They go beyond their own conditioning**:** They go beyond a fixated mind set and open up to new ways of thinking and can explore options.

3. They look for opportunity within the problem**:** They see problems as challenges and try to learn from them.

4. They know the difference between complex and simple thinking**:** They know when to do a systematic and complex thinking and when to go through short cuts and find an easy solution.

5. They have clear definition of what the problem is**:** They can specifically identity the problem.

6. They use the power of words to connect with people**:** They are socially well developed and find ways to connect with people and try to find happy-middle solutions.

7. They don't create problems for others**:** They understand that to have their problem solved they can't create problems for others. Good problems solvers who create fair solutions make a conscious effort not to harm others for a self-interest intention. They know such acts will have long term consequences even if the problem is temporarily solved.

8. They do prevention more than intervention**:** Good problem solvers have a number of skills to prevent problems from happening in the first place. They usually face less drama, conflict, and stressful situations since they have clear boundaries, don't let their rights violated and do not violate other people's rights. They are more of a positive thinker so naturally they are surrounded with more positivity and have more energy to be productive.

9. They explore their options**:** They see more than one solution to a problem and find new and productive ways to deal with new problems as they arise. They also have a backup plan if the first solution does not work and can ask for support and advise when needed.

10. They have reasonable expectations**:** Good problem solvers have reasonable expectations as to what the solution would be. They understand that there are many elements effecting a situation and that idealistic ways of thinking and going about solving a problem will be counterproductive.
At the end, good problem solvers do not have too many irrational fears when dealing with problems. They can visualize the worst case scenario, work their way out of it and let go of the fear attached to it. Fear can make your logic and intuition shady and your decisions unproductive.

How to Make Decisions

All of us have to make decisions every day. Some decisions are relatively straightforward and simple: Is this report ready to send to my boss now?
Others are quite complex: Which of these candidates should I select for the job?
Simple decisions usually need a simple decision-making process. But difficult decisions typically involve issues like these:
Uncertainty – Many facts may not be known.
Complexity – You have to consider many interrelated factors.
High-risk consequences – The impact of the decision may be significant.
Alternatives – Each has its own set of uncertainties and consequences.
Interpersonal issues – It can be difficult to predict how other people will react.

With these difficulties in mind, the best way to make a complex decision is to use an effective process. Clear processes usually lead to consistent, high-quality results, and they can improve the quality of almost everything we do. In this article, we outline a process that will help improve the quality of your decisions.
A Systematic Approach to Decision Making
A logical and systematic decision-making process helps you address the critical elements that result in a good decision. By taking an organized approach, you're less likely to miss important factors, and you can build on the approach to make your decisions better and better.
There are six steps to making an effective decision:
Create a constructive environment.
Generate good alternatives.
Explore these alternatives.
Choose the best alternative.
Check your decision.
Communicate your decision, and take action.

How Good Is Your Decision-Making?

Decision-making is a key skill in the workplace, and is particularly important if you want to be an effective leader. Whether you're deciding which person to hire, which supplier to use, or which strategy to pursue, the ability to make a good decision with available information is vital.
It would be easy if there were one formula you could use in any situation, but there isn't.
Each decision presents its own challenges, and we all have different ways of approaching problems.
So, how do you avoid making bad decisions – or leaving decisions to chance? You need a systematic approach to decision-making so that, no matter what type of decision you have to make, you can take decisions with confidence.
No one can afford to make poor decisions. That's why we've developed a short quiz to help you assess your current decision-making skills. We'll examine how well you structure your decision-making process, and then we'll point you to specific tools and resources you can use to develop and improve this important competency.
How Good Are Your Decision-Making Skills?

Instructions:

For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'.

How Good Are Your Decision-Making Skills?

		Not at All	Rarely	Some times	Often	Very Often
1	I evaluate the risks associated with each alternative before making a decision.	○	○	○	○	●
2	After I make a decision, it's final – because I know my process is strong.	○	○	○	○	○
3	I try to determine the real issue before starting a decision-making process.	○	○	○	○	○
4	I rely on my own experience to find potential solutions to a problem.	○	○	○	○	○
5	I tend to have a strong "gut instinct" about problems, and I rely on it in decision-making.	○	○	○	○	○
6	I am sometimes surprised by the actual consequences of my decisions.	○	○	○	○	○

7	I use a well-defined process to structure my decisions.	○	○	◉	○	○
8	I think that involving many stakeholders to generate solutions can make the process more complicated than it needs to be.	○	○	○	○	○
9	If I have doubts about my decision, I go back and recheck my assumptions and my process.	○	○	○	○	○
10	I take the time needed to choose the best decision-making tool for each specific decision.	○	○	○	○	○
11	I consider a variety of potential solutions before I make my decision.	○	○	○	○	○
12	Before I communicate my decision, I create an implementation plan.	○	○	○	○	○
13	In a group decision-making process, I tend to support my friends' proposals and try to find ways to make them work.	○	○	○	○	○

14	When communicating my decision, I include my rationale and justification.	○	○	○	○	○
15	Some of the options I've chosen have been much more difficult to implement than I had expected.	○	○	○	○	○
16	I prefer to make decisions on my own, and then let other people know what I've decided.	○	○	○	○	○
17	I determine the factors most important to the decision, and then use those factors to evaluate my choices.	○	○	○	○	○
18	I emphasize how confident I am in my decision as a way to gain support for my plans.	○	○	○	○	○

An organized and systematic decision-making process usually leads to better decisions. Without a well-defined process, you risk making decisions that are based on insufficient information and analysis. Many variables affect the final impact of your decision. However, if you establish strong foundations for decision making, generate good alternatives, evaluate these alternatives rigorously, and then check your decision-making process, you will improve the quality of your decisions.

How Well Do You Delegate?

Business organizations and teams exist for one reason only: to do jobs that are too large, too complex or too fast-changing for any one individual to do on his or her own.
So why do so many managers within these organizations still try to do everything themselves?
Assigning work to others is an integral part of getting things done efficiently, however many people feel uncomfortable with delegating.
Do you ever say things like these to yourself?
"I'll do the best job here, so I'll do it myself."
"He'll resent being asked, thinking I should do the work myself."
"It's a boring job, so I'll 'lead by example' and do it myself."
"It'll be quicker if I do the job myself."

These are all common reactions to thinking about delegation. However, when you don't delegate you risk ending up with too much work, not enough time, and lots of undue stress. The belief that you can do it better and faster with fewer mistakes leads to a vicious cycle of too little time and too much to do. But on the other hand, when you delegate, you risk not having the job done properly.
So where do you instinctively find the balance? Do you choose not to delegate, and end up stressed-out and exhausted, or do you delegate, and risk errors and some frustration as a way of getting out of the not-enough-time-to do-anything-properly slump?
Once you get used to delegating and your confidence builds, you can use proactive delegation as an empowerment tool.
Plan to delegate larger projects and more decisions.
Where appropriate, include your team in delegation decisions. Allow people to have a say in what tasks they want to take on. This increases their motivation, empowers them, and reinforces their value to the overall team.
Delegation doesn't come naturally to most of us, and we can often think it's easier and safer to do everything ourselves. Unfortunately, this approach often leads to more stress and less time to work on our priorities.

Delegation is a time management strategy that you must practice. You can't do everything – so decide what you must do yourself and what you can delegate to others. When you learn to delegate effectively, you'll be rewarded with more time and a more empowered and satisfied staff. That's a win-win!

Take this short quiz to explore how well you currently delegate. Your answers will show you if you need to improve.
How Good is Your Delegation?
Instructions:
For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'.

12 Statements to Answer

		Not at All	Rarely	Some times	Often	Very Often
1	I make a point of explaining clearly what needs to be done.	○	○	○	○	○
2	I delegate things at the last minute.	○	○	○	○	○
3	I delegate larger projects to teams of people, giving them appropriate responsibility and clearly defining their authority for decision-making.	○	○	○	○	○
4	I provide directions at the start of the project and wait for expected results at the agreed end-point.	○	○	○	○	○
5	If a task is directly related to my own objectives and priorities,	○	○	○	○	○

12 Statements to Answer

		Not at All	Rarely	Some times	Often	Very Often
	I choose not to delegate it.					
6	I talk openly about consequences of missing deadlines and expectations.	○	○	○	○	○
7	I delegate to anyone in the organization I figure could do the work.	○	○	○	○	○
8	I use delegation as a mean of developing others' skills.	○	○	○	●	○
9	I delegate work that is critical to the success of a project.	○	○	○	○	●
10	I expect delegates to come to me with solutions to problems they encounter, instead of simply asking for more instructions.	○	○	○	○	○
11	I delegate work that is confidential and sensitive in nature as well as other work.	○	○	○	○	○
12	I consider how important employee involvement and buy-in are to the projects and tasks that I delegate.	○	○	○	○	○

12 Statements to Answer

	Not at All	Rarely	Some times	Often	Very Often

Total = ____

<u>Score Interpretation</u>

Score	Comment
44-60	Excellent! You delegate under the right circumstances – and to the right people. You understand that delegating requires enough time and support from you so that everyone can be successful. You know that delegation is a key part of empowerment, and your team is stronger because of it.
28-43	You're making progress. You understand the principles of delegating. However, you like to occasionally cut corners and follow the easy path. Be more proactive in your delegation strategy, and remember how important it is to involve staff and provide them with enough time and support to succeed.
12-27	Your delegation skills need work. You delegate as a last resort, rather than as a useful tool for improving your staff's skills and getting work done efficiently.

Enhancing Your Leadership Skills, Leadership Image

You've been in the field now for five-seven years. You've just hit your stride with a good title on your business card, a roster of subordinates and a healthy paycheck.

You're good. You know it. Problem is that doesn't make you a leader in the industry. That's going to take some more planning and work on your part.

Obviously it's important to be considered a leader in your present organization. That's what keeps you employed. It's also valuable to be considered a leader in your industry. In these days of consolidation, downsizing and mergers and acquisitions you need to be viewed as a person whose leadership qualities transcend your present firm and gives you value in the marketplace.

In today's climate of economic uncertainty you can only be certain of yourself.

The only people the CEO wants on his or her team are leaders or people who are focused on being leaders. The same is true of executive recruiters and prospective employers.

As a result, it's important to focus on improving in key areas: vision, listening skills, education, personal public relations, professional involvement and appearance.

The true leader possesses vision – the ability to see beyond the short-term gain when choosing a solution. He or she can see with reasonable certainty how something that is done today will impact success tomorrow. They don't look for the easy answers but those that will reap long term results for the organization even if when they move the firm in a totally new and more profitable direction.

More importantly, a leader is able to communicate this vision to

subordinates. They are able to empower subordinates to work as a cohesive team. He or she has that unique ability to inspire the team take a project to greater heights and make them feel they have ownership in the success of their firm.

A leader knows that it is as important to listen to subordinates, as it is to talk to them. An executive who listens to employees' concerns and takes them to heart can keep expectations and planning at realistic levels.

For example, some of the people on your staff are young and ambitious. They enjoy, even thrive on, the late nights and weekends spent pitching in to complete a project. At the same time you have employees who have family responsibilities. Whether it's voiced or not, they resent these schedules. They prefer long lead times where they can carry out the work within the framework of their total lives.

Weigh the individuals' needs because it will help improve employee retention, lower the resentment levels and build loyalty to the company and to the executive. Building longevity with your team makes it easier for the company, the projects and you to succeed.

While it is important to remain accessible to your staff members, a seasoned leader doesn't become one of the gang. He or she doesn't participate in excessive gossip or outlandish entertainment.

The innovative and effective leader keeps his or her knowledge up to date to ensure they stay one step ahead of the competition. The leader also expects/encourages staff members to do the same. To make certain it happens, the leader hosts in-house workshops or seeks out local educational venues. They are voracious readers and clippers – print and on-line. They read business, trade and related field publications. They constantly clip and file articles that will immediately help them or may possibly assist them in the future.

Follow these steps and you'll grow to become a leader your CEO wants on their team. You'll also be the leader all of the best people want to work for and with.

It's equally important to enhance your image and reputation outside your organization. That means carrying out your own personal public relations program.

Position yourself as a solid and reliable resource for local, regional and national media. That means knowing your company, your competition, related organizations, industry facts/figures and industry resources. It also means knowing how the industry's product cycles work from concept to customer support as well as how related and potentially related companies; technologies and products can impact your industry and your firm.

Finally your personal public relations program should include the ability to extend yourself even when there's no short term benefit to your company or you. Members of the media have huge databases of company contacts but relatively short lists of people they regularly contact. Be on that short list.

If they contact you for information and assistance and it can benefit your firm, follow thru immediately. Obviously you need to be certain you have your facts straight before you speak to the press.

It is also important that you participate in professional and industry associations and societies. In addition, it's important to network in these organizations. Select your personal and professional activities carefully. Choose those that you're not only interested in but those that will benefit you in the long term.

Invest your time wisely to become a leader in the organization(s). Volunteer to be a guest speaker at meetings and conferences. If you're not a good speaker take a public

speaking course to improve your performance. Make certain the presentation is one that reflects an opinion and industry leadership.

As we move into the 21st century and video conferencing is becoming an increasingly common form of one-on-one and one-to-many meetings, the written word is still extremely powerful. Write great reports. Write great presentations. Write great e-mails. Constantly work to develop, refine and perfect *all* of your communications skills.

While many recruiters say job-hopping doesn't hurt your chances for the next growth/leadership opportunity. Firms still want people who show some stability – which means keeping a job for at least a year, if not three. A resume that is filled with job changes every eight months still puts you at a disadvantage.

Now we come to the final, but equally as critical, area in developing and maintaining your image as a professional leader. Granted it *should* be enough that you are a visionary, have state-of-the-art/state-of-the-industry expertise and keep your staff at peak performance and loyal and are sought out by and quoted in the press. But unless you're one of the very few, very rare true geniuses of the century, you also have to look the part. It is still true that we never get a second chance to make a good first impression. Like it or not, grooming and attire do quite a bit in shaping that first impression.

While almost every organization has relaxed or eliminated its dress code and dressing down is commonly accepted, no one ever gets laughed at for dressing up. Fortunately (for men) starched white shirts, black pinstripe suits and rep ties have given way to a wider array of professional attire. Women also have greater dress freedom including slacks. It's okay to blend in with your staff but casual doesn't mean sloppy. Being neat has never gone out of style.

Develop your leadership skill roadmap using these guidelines

and you will earn the reputation you want and deserve as a true leader.

That's the person your boss wants on his or her team. It's the person your firm's competition wants on their team. It's the person the executive recruiter aggressively seeks and woes for the next big opportunity/challenge you're going to want to consider.

Mentoring Relationships: How to be a Great Mentor

Mentoring can be a challenge that is well worth your time and effort. Use these 14 tips to get the most out of mentoring sessions, for both you and your mentee.

1. Be fully present. Mentoring requires excellent listening skills and your full attention. Set aside daily pressures during a mentoring session so that you can devote your full attention to your mentee.

2. Take time to make a personal connection at the start of the session. One of the pleasures of a mentoring relationship is the sense of connection between two people, so take time to make a personal connection.

3. Ask open-ended questions. To provide a relevant perspective, a mentor must understand the mentee's situation and concerns at a deep level. Ask questions that call for a reflective response.

4. Listen with curiosity, not judgment. Be conscious of your own listening and strive for deep listening that comes from your own curiosity rather than problem solving.

5. Try not to interrupt, unless there is a need to manage time or focus the dialogue. Do paraphrase or repeat what the mentee says to confirm that your understanding is accurate.

6. Ask direct questions to focus the session. Mentoring sessions often go by quickly, so focus at the beginning with top-of-mind questions.

7. Notice what has heart and meaning for the mentee. By paying attention to the emotion and energy of the mentee, you will be able to observe what matters most to her, as well as where she may feel discouraged or overwhelmed.

8. Tell your story**.** People often learn best through storytelling. If you have experiences related to the challenges faced by your mentee, check with him to see if he would like you to share your experience.

9. Share the conversation rather than doing all the talking**.** Sometimes, mentors mistakenly believe that their job is mainly to impart wisdom and expertise. Make sure you have a dialogue with your mentee and ask questions.

10. Set and honor boundaries**.** Mentoring relationships work best when each person knows what the expectations are. During the first session, establish how the mentoring relationship will be set up.

11. Follow through on your commitments**.** Inevitably, you will find yourself volunteering the title of a book, a referral to one of your contacts, to review or pass on a resume, or some other small service to your mentee. Make note of your promise and make it a priority to follow through.

12. Be encouraging and action oriented**.** Recognize that the problem isn't figuring out what to do, the problem is doing it!

13. Give helpful feedback**.** Provide constructive feedback that is specific, descriptive, and nonjudgmental.

14. Honor confidentiality. Conversations between mentor and mentee must be considered private.

Team Building

What Is A Team?

Here are some terms that are often used to describe 'a team'. Which do you think define a team?

A group of people	Synergy	Having one aim
Whole > Sum	Co-operation	Flexibility
Working together	Reporting to one boss	Serving one customer

Some of these terms are features of good teams. For example, 'whole > sum' is a feature of a team that is working well together - but there are some teams whose collective performance falls short of what you might expect given the quality of individuals. The Apollo Syndrome is a good example of this - where a team composed of highly intelligent people often performs worse than teams made of up of less capable members.

The term 'reporting to one boss' can be a misleading one. In a well-designed organizational structure, people reporting to one boss do often form a team. But reporting lines are frequently designed within the constraints of grading structures. Of necessity, there is often a compromise between the need for traditional reporting lines, and grouping people together who are a team. In reality, team structures are often complicated, and people can be members of several teams, because a team is a group of people working together towards a common goal.

Common Goals

Consider the example of a financial services organization, selling pensions. Who is a member of the 'restructuring committee' team?
From the definition of a team, you first have to define the common goal of the sales team before you can define who is in it. Let us suppose that the goal is "to involve analyzing achievement data, finding strengths and weaknesses, setting an improvement goal, and implementing a plan to improve student learning". Who contributes to that goal?

In this example, it is easy to see the need for a school culture that recognizes and values the contribution that everyone makes to the education process, and other important goals. The whole organization is truly a team, and working together towards a set of common goals. The example also shows the hierarchy of goals that exists within the school.

What Is Team Building?

A team is a group of people working towards a common goal. 'Team Building' is the process of enabling that group of people to reach their goal. It is therefore a management issue, and the most effective form of team building is that undertaken as a form of management consultancy, rather than as pure training (though there is a role for training within a program of team building).

In its simplest terms, the stages involved in team building are:

To clarify the team goals
To identify those issues which inhibit the team from reaching their goals
To address those issues, remove the inhibitors and enable the goals to be achieved

The primary skills in this process are recognizing the right issues, and tackling them in an appropriate way and an

appropriate order. Team building can also take a different form depending on the size and nature of the team.

Summary

A team is a group of people working towards a common goal
Team building is a process of enabling the team to achieve that goal
The stages involved in team building including clarifying the goal, identifying the inhibitors and removing them.
The nature of the team building varies in terms of scale, and what you are trying to achieve.

Ten Team-Building Tips for Managers

Positive office dynamics add great strength to a business, while strained ones create strife. As a manager, you simply can't afford to leave such an important aspect of the company to chance.
There are many ways for managers to bring a team together and foster its ability to work together as a whole. These 10 tips can help unite even the most disparate group of people.

Communicate goals clearly. Employees look to management for basic company goals. When those goals are not clear, disagreements will erupt as employees try to define goals themselves. By clearly laying out goals, everyone begins in the same place and understands where the business is going.

Define responsibilities. Offices run best when everyone clearly understands their responsibilities. Provide each employee with a distinct definition of his or her own responsibilities, both individually and as it relates to group projects. This eliminates confusion over who is accountable for what, and allows employees to relate without struggling over responsibilities.

Provide equal training. Make sure that each member of your staff is trained and equipped to complete the tasks at hand; divisions surface when one member is unable to perform necessary duties. Provide ongoing training — if additional time is needed, pair two employees to learn from each other. Make sure, though, that it's an equal teaching relationship, where both employees are gaining new skills.

Encourage relationships. Most offices are busy places with many demanding deadlines. But allowing employees an occasional extended lunch to go out together and relax outside of the work environment can build understanding that will transfer back into the office and improve working relationships.

Empower. Give decision-making power to the people working on the project. Give them the authority necessary to get their jobs done, but observe the process to make sure they're rising to the challenge. Trusted employees can make decisions without fearing consequences, and good employees will value that trust and seek to make the best decisions.

Provide feedback. Don't make a group second-guess your opinion of its work. Be clear not only in your initial expectations and assignments, but also in your opinion of the work. Open and frequent communication, where employees are clear on where they stand, will help them feel more secure and willing to work together.

Reward. Provide rewards to the office as a group. Whether it's an award, a luncheon, or some other treat, providing the whole office with an encouraging reward for hard work will build team spirit and bring your employees back in with renewed enthusiasm for their jobs.

Set reasonable deadlines. Reasonable deadlines are often subjective, and timelines vary based on need. But you can build a spirit of teamwork by dividing assignments equally, providing compensation to employees who are working additional hours, and reworking less important deadlines to allow for a little more time.

Meet regularly. The best way to understand your employees and to let them know they're not alone is to meet regularly with them. Whether it's a monthly lunch meeting or an organized meeting with specific agenda items, it's critical to keep the lines of communication open. This allows you to gauge not only their needs and productivity, but will also help you assess any team-building concerns that need to be addressed.

Discourage "backdoor" reports. Inevitably, there will be at least one employee who will attempt to report to you after every meeting — giving a play-by-play slanted in his or her favor. Don't encourage this behavior, and resist the temptation to use

this employee as a fly on the wall. Backdoor tactics can severely undermine an otherwise positive office environment.

Building a team means creating a noncompetitive and encouraging work environment — the kind of environment that fosters positive working relationships.

When employees feel valued and know that they don't have to vie against one another for recognition, they will be comfortable and confident in working together to achieve their common goal.

How to Build Highly Effective Teams

Too often, teams are formed merely by gathering some people together and then hoping that those people somehow find a way to work together. Teams are most effective when carefully designed. To design, develop and support a highly effective team, use the following guidelines:

1. Set clear goals for the results to be produced by the team.
The goals should be designed to be "SMART." This is an acronym for:
Specific
Measurable
Achievable
Relevant and
Time-bound.

As much as possible, include input from other members of the organization when designing and wording these goals. Goals might be, for example, "to produce a project report that includes a project plan, schedule and budget to develop and test a complete employee performance management system within the next year." Write these goals down for eventual communication to and discussion with all team members.
2. Set clear objectives for measuring the ongoing effectiveness of the team.
The objectives, that together achieve the overall goals, should also be designed to be "SMART." Objectives might be, for example, to a) to produce a draft of a project report during the first four weeks of team activities, and b) achieve Board-approval of the proposed performance management system during the next four weeks. Also, write these objectives down for eventual communication to and discussion with all team members.
3. Define a mechanism for clear and consistent communications among team members.
New leaders often assume that all group members know what the leaders know. Consistent communication is the most important trait of a successful group. Without communication,

none of the other traits can occur. Successful groups even over-communicate, such that:

All members regularly receive and understand similar information about the group, for example, about the group's purpose, membership, status and accomplishments.

These communications might be delivered through regular newsletters, status reports, meetings, emails and collaboration tools.

4. Define a procedure for members to make decisions and solve problems.

Successful groups regularly encounter situations where they must make decisions and solve problems in a highly effective manner. Too often, the group resorts to extended discussion until members become tired and frustrated and eventually just opt for any action at all, or they count on the same person who seems to voice the strongest opinions. Instead, successful groups:

Document a procedure whereby the group can make decisions and ensure that all members are aware of the procedure.

The procedure might specify that decisions are made, first by aiming for consensus within a certain time frame and if consensus is not achieved, then the group resorts to a majority vote.

5. Develop staffing procedures (recruiting, training, organizing, replacing).

Too often, group members are asked to join the group and somehow to "chip in." Unfortunately, that approach creates "chips," rather than valuable group members. Instead, if group members go through a somewhat organized, systematic process, then new members often believe that the group is well organized and that their role is very valuable in the group. Successful groups:

Identify what roles and expertise are needed on the group in order to achieve the group's purpose and plans – they staff according to plans, not personalities.

New group members go through a systematic process to join the group – they understand the group's purpose, their role, their next steps and where to get help.

6. Determine the membership of the group.

Consider the extent of expertise needed to achieve the goals, including areas of knowledge and skills. Include at least one person who has skills in facilitation and meeting management. Attempt to include sufficient diversity of values and perspectives to ensure robust ideas and discussion. A critical consideration is availability – members should have the time to attend every meeting and perform required tasks between meetings.

7. Determine time frames for starting and terminating the team, if applicable.

Now consider the expertise needed to achieve the goals of the team, and how long it might take to recruit and organize those resources. Write these times down for eventual communication to and discussion with all team members.

8. Determine the membership of the team.

What expertise might the team need to achieve the goals of the group? For example, an official authority to gather and allocate resources, or an expert in a certain technology. Always consider if the members will have the time and energy to actively participate in the team.

9. Assign the role of leader – to ensure systems and practices are followed.

The leader focuses on the systems and practices in the team, not on personalities of its members. For example, the leader makes sure that all team members: a) are successfully staffed, b) understand the purpose of the group and their role in it, c) are active toward meeting that purpose and role, and d) utilize procedures for making decisions and solving problems. (Note that the leader does not always have to be a strong, charismatic personality – while that type of personality can often be very successful at developing teams, it often can create passivity or frustration in other members over time, thereby crippling the group.)

10. Assign role of communicator – communication is the life's blood of teams!

Communication is the most important trait of a successful team. It cannot be left to chance. Someone should be designated to ensure that all members receive regular communications about

purpose, membership, roles and status. Communications should also be with people outside the team, especially those who make decisions or determine if the team is successful or not.

11. Identify needs for resources (training, materials, supplies, etc.).

Start from analysis of the purpose and goals. What is needed to achieve them? For example, members might benefit from a training that provides a brief overview of the typical stages of team development and includes packets of materials about the team's goals, structure and process to make decisions. Consider costs, such as trainers, consultants, room rental and office supplies. How will those funds be obtained and maintained?

12. Identify the costs to provide necessary resources for the team.

Consider costs, such as paying employees to attend the meeting, trainers, consultants, room rental and office supplies. Develop a budget that itemizes the costs associated with obtaining and supporting each of the resources. Get management approval of the budget.

13. Contact each team member.

Before the first meeting, invite each potential team member to be a part of the team. First, send him or her a memo, and then meet with each person individually. Communicate the goals of the project, why the person was selected, the benefit of the goals to the organization, the time frame for the team effort, and who will lead the team (at least initially). Invite the team member to the first meeting.

14. Early on, plan team building activities to support trust and working relationships.

Team building activities can include, for example, a retreat in which members introduce themselves, exercises in which members help each other solve a short problem or meet a specific and achievable goal, or an extended period in which members can voice their concerns and frustrations about their team assignments.

15. Carefully plan the first team meeting.

In the first meeting, review the goals of the team, why each member was selected, the benefit of the goals to the organization, the time frame for the team effort, who will lead the team (at least, initially), when the team might meet and where, and any changes that have occurred since the individual meetings. Have this information written down to hand out to each member. At the end of the meeting, ask each person to make a public commitment to the team effort.

16. Regularly monitor and report on status of team members toward achieving the goal.

It is amazing how often a team starts out with a carefully designed plan, but then abandons the plan once the initial implementation of the plan is underway. Sometimes if the plan is behind schedule, team members conclude that the project is not successful. Plans can change – just change them systematically with new dates and approval of the changes.

17. Support team meetings and the members' processes in the team.

At this point, it is critical that supervisors of team members remain available to provide support and resources as needed. The supervisor should regularly monitor team members' progress on achieving their goals. Provide ongoing encouragement and visibility to members. One of the most important forms of support a supervisor can provide is coordination with other supervisors to ensure that team members are freed up enough to attend meetings.

18. Regularly celebrate team members' accomplishments!

One of the best ways to avoid burnout is to regularly celebrate accomplishments. Otherwise, members can feel as if they are on treadmill that has no end. Keep your eye on small and recurring successes, not just the gold at the end of the rainbow.

How to Build a Team

Using Vision, Commitment & Trust

The moment you start doing anything at all with another person, you've established a team. Begin a conversation, pick up the phone, brainstorm an idea and you're in teamwork.

Start with Your Ability to Relate

Every possibility, from landing the contract to the romantic evening hinges on your ability to relate. But neither profit nor pleasure are the primary motivation for teamwork. Productive teamwork moves you toward challenge, through change, with more confidence. Working well on any team generates energy and enthusiasm for life.

Some are More Skilled than Others

This ability is learned. You do not need complex interaction formulas. You don't have to be easy-going, well-educated, hard-nosed, or even especially intelligent to build a team. You don't have to be anything other than yourself. You can be effective with people using common sense and a few fundamental principles.

1. Vision

Vision means being able to excite the team with large, desired outcomes.

Large outcomes mean devising goals that attract missionaries. The first step in vision is to project such a goal. This goal must be bigger than a pay check. It must contain challenge, appeal to personal pride, and provide an opportunity to make a difference and know it. Then the goal can become a powerful vision.

Next, team leaders position the goal by picturing success. Initial questions might be, "What will it look like when we get there?",

"What will success be like, feel like?," "How will others know?" When a large, missionary-friendly goal has been pictured and clearly communicated, the vision is complete.

2. Commitment

Commitment can be a dangerous concept because of its attendant assumptions. Some may assume, for example, that commitment means long hours, while to others it may mean productivity. When expectations are defined, success rates soar. When leaders assume that everyone "should" be committed, as a matter of course, we overlook the difficulties many have with certain commitments.

If people cannot initially commit, it doesn't mean they don't care. More often, it means they do care, and they are caught up in a process of doubt. This process precedes every meaningful commitment. Effective leaders catalyze this process, so that the critical mass of people can pass through this stage efficiently on their way to genuine commitment and innovative strategies.

This pre-commitment process is the same for team leaders and members. When we ponder a new commitment, we climb up to a kind of mental diving board. Commitments contain unknowns, and some warn of possible failure. It is common for people to neither jump nor climb back down the "ladder," but rather to stay stuck at the end of the board, immobilized in pros, cons, obstacles, and worries. In this state of mind, the obstacles begin to rule, obscuring the vision, blunting motivation.

When leaders do not understand the commitment process they tend to seek accountability without providing support. Without a means to process doubts and fears, people often feel pressured to commit, but can't. One option, often unconscious, is to pretend to commit, to say "yes" and mean "maybe" at best. The pretended commitment is a form of wholly unnecessary corporate madness.

The solution to this set of problems is twofold: establish an atmosphere of trust, and within that atmosphere encourage

inclusion.

3. Trust

Trust is the antidote to the fears and risks attendant to meaningful commitment. Trust means confidence in team leadership and vision. When trust prevails, team members are more willing to go through a difficult process, supported through ups, downs, risk and potential loss.

Trust is most efficiently established when leadership commits to vision first, and everyone knows those commitments are genuine. The process for leaders to commit is the same as for everyone else: assess pre-commitment doubts, questions, unknowns and fears. This involves three simple steps:

• List the unknowns.
• Assess worst case scenarios and their survivability.
• Research the unknowns.

The list of unknowns reveals some answers and further questions. Some of these questions lend themselves to research (others' experience, a small pilot plan), and some have no apparent answers from our pre-commitment position. These latter comprise the bottom line or irreducible risk. We learn the outcome only after commitment. Every major commitment contains some irreducible risk, some lingering unknowns. We therefore make every major commitment in at least partial ignorance.

Leadership now understands the potential loss and gain involved in the new vision. At this point, leadership can commit itself, and prepare to include other team members. That preparation must include a plan for leadership to share visibly both risk and reward with the other team members who will be coming on board.

With leadership's commitment to a clear vision, and a genuine plan to share risks and rewards, the atmosphere for trust is in place. We are now ready to include others in our team effort.

4. Inclusion

Inclusion means getting others to commit to the team effort, helping others through their "diving board doubts" to genuine commitment. Since leaders now understand this process first hand, we need only communicate with the potential team members to complete inclusion.

The best setting to obtain buy-in and build trust is in small groups that facilitate thorough give and take. The basic tasks are to communicate the vision, make sure it is understood, communicate leadership's commitment (including sharing risk and reward, and how), and elicit and address peoples' doubts.

Leaders will need three communication skills to achieve inclusion. These are the non-assumptive question, good listening, and directed response.

1. Non-assumptive questions ("What do you think?", "Can you tell me what is happening with this report?") invite real answers because they are inclusive, not intrusive. Questions containing assumptions ("Why are you skeptical?", "Why is this report so incomplete?") invite defensiveness. When converting an atmosphere of change and possibly skepticism to trust, added defensiveness is counter-productive.

2. Listening means separating the process of taking in information from the process of judging it. Kept separate, both processes are valuable. Mixed, especially when the receiver is a designated leader, the sender is invited to stop communicating or to change the message midstream.

3. Directed response. Effective team leaders demonstrate responsiveness. Since leaders have already processed their own pre-commitment doubts, many questions can be answered on the spot. Some require research and a time line for response. And some, which relate to the bottom line, irreducible risk, require a truthful "I don't know. I'm in the same soup as you."

4. Help Exchange

The final step in creating the team is to establish a corroborative, balanced strategy for reaching the committed vision. This plan will consist of all of the tasks and help exchange necessary to realize the overall vision. Your teammates themselves are in the best position to supply this information. Since by this time you have laid the groundwork for trust, and established good buy-in, your teammates are likely to be enthusiastically cooperative.

At this point, the leadership role is to catalyze consensus, not to issue orders. Consensus means that team members agree to, whether they necessarily agree with, a particular approach. Consensus occurs easily when most feel their ideas were heard and considered, whether or not the team ultimately chooses those ideas. Obtaining consensus again requires use of leadership communication skills: non-assumptive questions, good listening, and directed response.

Effective teams often produce lively discussions of divergent viewpoints before reaching consensus. Diverse views can mean unresolved argument, or they can mean increased team intelligence and ultimate consensus. The difference is a well built team.

How to build a winning team

Developing the right team is critical to a school's fortunes. This applies not just to the senior leadership team but to every single unit within the school, from the English, Math, and Science departments to facilities and premises.

For many school principals team-building is all about getting relationships right and is a crucial first step to achieving their overall vision and ambitions for their schools. It's not just a matter of appointing the right staff to the right jobs. It's about developing good relations between the leadership, staff, pupils, parents and wider community.

For this article, I asked three leaders whose schools are rated 'outstanding' for their advice on how to build a successful team. Here are 10 top tips:

Identify skills gaps
Look at the balance of your team and try to find people who complement each other.

Identify who you need for a particular role within a team and actively try and recruit somebody with those characteristics. For example, you may know that you have skills in communications and strategic thinking but not strong on the logical, mathematical side of things. So, you may appoint someone with a first class honors degree in math to be your logical, mathematical thinker on the team.

Build friendships
Successful teams are built through friendship, trust and spending time together. Perhaps on the day before you start school every year you may invite your leadership team to your home or other place to have a buffet and a drink, so you can talk as a group about what you all did over the summer vacation and make sure you are ready for the next day, but under very sociable circumstances. It's those little soft skills that make a school tick over.

Identify and promote talent
A crucial part of leadership is spotting people with talent and giving them opportunities to grow.
Always try to find the best in people and if they show talent utilize that within the school. Sometimes you take risks with people and it comes off, sometimes it doesn't.

Play to people's strengths
On a leadership team some people will move people around because they want them to get experience in all sorts of skills and different areas. Try to play to people's strengths.

Help people to develop
As well as identifying people's strengths and talents you have to try to help them overcome their weaknesses. Nobody's perfect. Someone may be an absolutely superb teacher and brilliant at leading learning but lack emotional intelligence when dealing with colleagues. You need to try and give them an opportunity to improve.
It's not just about developing skills. It might be a personality trait that's causing an issue that you need to address. It's about helping people to grow and really push themselves personally.

Lead by example
It is a leader's job to act as a role model for both staff and pupils. Set high expectations but never ask people to do things that you wouldn't do yourself. Always prepare to roll your sleeves up. Leading by example is critical.

Delegate
Don't try to do everything. As leader it is your role to set objectives and make sure the right outcomes are achieved. Delegate responsibilities and hold people accountable.

Be prepared to move people on
You can't have a successful team if you've got dead wood. It really has to be a case of 'Get on the train and leave the station'. While you always try to grow leaders and develop people who want to be part of a successful team you also have

to tackle those who don't want to be there for the sake of the children and the school. It's about holding people to account.

Take collective responsibility

It's absolutely critical that the team understands that you have collective responsibility. You can have a very full and frank discussion at team meetings but once a decision is made and you move outside the door then everybody has to abide by it.

Be positive

You can never underestimate the impact of your words on a person. One of the key things about motivating people and keeping them happy is having a sense of what you say to different people at different times in order to have that positive input.

Try to create the sense that there is no such thing as failure; that you can learn from mistakes, take risks and have a 'no blame' culture. It's about avoiding the negatives and promoting the positives.

Leadership and Developing Diversity

One of the great challenges facing organizations is getting all employees, from the CEO to the hourly workers, to realize that to become the best, they have to embrace diversity.

Why Must We Embrace Diversity?

Diversity is about empowering people. It makes an organization effective by capitalizing on all of the strengths of each employee. It is not EEO or Affirmative Action. These are laws and policies. While on the other hand, diversity is understanding, valuing, and using the differences in every person.

Simply enforcing government regulations will not get you to the best. To obtain that competitive edge, you need to grow your work-force from groups into teams that use the full potential of every individual. Teams are much more than a group. A group is collection of individuals where each person is working towards his or her own goal, while a team is a collection of individuals working towards a common goal or vision. This helps to create a synergy effect with teams. . . that is, one plus one equals more than one. An individual, acting alone, can accomplish much; but a group of people acting together in a unified force can accomplish great wonders. This is because team members understand each other and support each other. Their main goal is to see the team accomplish its mission. Personal agendas do not get in the way of team agendas. By using the synergy effect of teams you create a competitive advantage over other organizations who are using people acting alone. You are getting more for your efforts!

One of the main failures that prevent a group from becoming a team is the failure to accept others for what they are. It is only when the group members realize that diversity is the key for turning weak areas into strong areas does the group start to grow into a team. Failing to accept the diversity of others keeps

the group members from going after team goals. Goals are individual in nature, that is, they are personal agendas. . . to make them as an individual look good while ignoring the needs of the team.

Embracing diversity is the first item for building teams. Every team building theory states that to build a great team, there must be a diverse group of people on the team, that is, you must avoid choosing people who are only like you. Diversity is what builds teams — a collection of individual experiences, backgrounds, and cultures that can view problems and challenges from a wide-variety of lenses.

2

Our bias and prejudice are deeply rooted within us. From the moment when we are born, we learn about ourselves, our environment, and the world. Families, friends, peers, books, teachers, idols, and others influence us on what is right and what is wrong. These early learnings are deeply rooted within us and shape our perceptions about how we view things and how we respond to them. What we learn and experience gives us a subjective point of view known as bias. Our biases serve as filtering lenses that allow us to make sense of new information and experiences based on what we already know. Many of our bias are good as they allow us to assume that something is true without proof. Otherwise, we would have to start learning anew on everything that we do. But, if we allow our bias to shade our perceptions of what people are capable of, then the bias is harmful. We start prejudging others on what we think that they cannot do.
Simply giving a class on diversity will not erase these biases. Indeed, even the best development programs will not erase most of these deeply rooted beliefs. Development can only help us to become aware of them so that we can make a conscious effort to change. Developing diversity is more than a two-hour class; it involves workshops, role models, one-on-ones, etc. But most of all, it involves a heavy commitment by the organization's leadership. Not only the formal leadership but

also the informal leadership that can be found in almost every organization.

Embracing diversity is more than tolerating people who are different. It means actively welcoming and involving them by:

- Developing an atmosphere that is safe for all employees to ask for help. People should not be viewed as weak if they ask for help. This is what helps to build great teams — joining weakness with strengths to get the goal accomplished.

- Actively seeking information from people from a variety of backgrounds and cultures. Also, including everyone on the problem solving and decision making process.

- Including people who different than you in informal gatherings such as lunch, coffee breaks, and spur of the moment meetings.

- Creating a team spirit where every member feels a part of.

Why Do We Need To Become The Best?

If an organization does not take on this challenge, it will soon become extinct or left far behind. There are too many competitors who are striving to become the best. They know that customers will not tolerate lackadaisical service. Those that are the best must continue to fight to be the best or they will soon be overtaken. You need to strive to be the best in one or more areas such as the fastest, biggest, cheapest, customer oriented, etc.
Great companies who remain competitive in one or more areas do not sit around patting themselves on the back; for they know that there are dozens of others who want to take their place. They do, however, celebrate accomplishments and achievements. Although most companies will never become the best at what they aim for, they must compete to do things better

than their competitors. They have to let their customers know that they are willing to go out of their way to serve them in their area of expertise.

What Has This To Do With Human Resource Development (HRD)?

Most problems in the work place are not that people cannot do their jobs. It is that people cannot get along with other people. People are hired on the premise that they can perform the job, or with a reasonable amount of training, be coached into performing the job. Except for some basic courses about the organization and perhaps a course or two on safety and computer networking, most training given to new hires involves on-the-job (OJT) training. Normally, this involves very little effort from HRD as OJT is conducted by supervisors, leads, peers, etc. Although they should become more involved in the OJT process, e.g. providing coaching classes for the trainers and creating training aids.

HRD needs to make greater efforts in effectively training or developing soft skills. This includes such subjects as diversity, communication, and people skills that allow people to understand each other and develop good team skills. Every team member must not only be able to understand and work with all the other team members, but they must also want to. This should be HRD's number one priority, to build real teams, not just groups of people with titles called Teams.

What Exactly Does Diversity Include?

Diversity is not only black and white, female and male, homosexual and heterosexual, Jew and Christian, young and old, etc.; but the diversity of every individual, slow learner and fast learner, introvert and extrovert, controlling type and people type, scholar and sports-person, liberal and conservative, etc. This is where HRD needs to focus its efforts. . . helping people to realize that it takes a wide variety of people to become the best and that they need to have the ability to be able to rely on everyone on their team, no matter how different another person may be. An organization needs controllers, thinkers, dreamers, doers, organizers, team builders, etc. to reach the goals that make an organization the best. It does not need people fighting and distrusting other team members!

Organizations need an extremely diverse group of people on each and every team. For example, having a group of team builders will get you nowhere, as everyone will be out trying to create a team. Likewise, having a group of doers will get you nowhere as everyone will be trying to accomplish something without a clear goal or vision to guide them. Most organizations picture diversity in very limited terms. The essence of diversity should NOT be to picture diversity as race, religion, sex, age; but to picture it as the uniqueness of every individual. Only by accepting this distinctiveness in others, will people want to help the team as a whole to succeed.

Organizational Assessment
Management Survey

This assessment is designed to give a snapshot of key factors impacting organizational performance and quality of your work life. To assess yourself and your organization.

1. If our organization were suddenly forced into a painful change of unknown dimension, I'm confident that significant proportions of our workforce would communicate their concerns and seek ways to help.

O Strongly Agree   O Agree   O Neutral   O Disagree
 O Strongly Disagree

2. I can honestly say that 80% or more of our team communications close immediately in some form.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

3. I am confident that my organization is not encouraging risk averse behavior.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

4. If I were troubled by an impending change, real or rumored, I could safely confide my concerns and seek solutions with my immediate manager or Board.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

5. Conflict is handled openly and resolved in a timely manner.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

6. Managers/teams create projects that contain clear goals, plans with specific accountabilities and intermediate milestones for progress.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

7. Teams within the company consistently create an atmosphere of mutual trust.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

8. Cross functional communication is efficient and results in few delays.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

9. Teams cultivate and harvest a "what we can learn" attitude when things do not go as expected.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

10. I believe that "them and us" dynamics, within our organization and with our customers, cost us less than 2% of our gross revenue.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

11. The majority of our workforce has a clear sense direction and priority.

O Strongly Agree   O Agree   O Neutral   O Disagree

O Strongly Disagree

12. Our people know that when someone on the team says they are going to do something, they can count on it being done.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

13. I am reasonably sure that no one on my immediate team harbors resentment or serious unspoken disagreement with me.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

14. Our senior management fully shares the risks of painful change with the entire organization.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

15. I consider myself an excellent listener.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

15. Leadership does a good job of "walking the talk" on key organizational values.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

16. We do a good job of recognizing both individual and team contributions.

O Strongly Agree   O Agree   O Neutral   O Disagree

O Strongly Disagree

17. We do a good job of addressing marginal performance.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

18. Most projects/orders get done to the customer's satisfaction and on time.

O Strongly Agree   O Agree   O Neutral   O Disagree
O Strongly Disagree

19. Team or work group objectives are clearly aligned to the objectives of the whole organization.

O Strongly Agree O Agree   O Neutral   O Disagree
O Strongly Disagree

20. I am aware that this type of assessment represents a 100% positive opportunity for me, for our senior management, for our work force and for our customers.

O Strongly Agree O Agree   O Neutral   O Disagree
O Strongly Disagree

Leadership Assessment
Personal Satisfaction Survey

This assessment is designed to identify important personal strengths as well as areas where improvement is needed. We ask you to evaluate your satisfaction level in the 30 areas below. Please check one answer per question.

As the leader I:

1. Create an atmosphere of mutual trust.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

2. Demonstrate honest, ethical behavior in all transactions.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

3. Lead by example as in "doing what I ask others to do."
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

4. Demonstrate courage in all transactions.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

5. Communicate a clear vision with recognizable goals for the organization and its people.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

6. State expectations clearly and confirm understanding.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

7. Expect people to be accountable and offer support.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

8. Translate organizational goals practically and meaningfully for people from the lowest level to the highest level.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

9. Make and communicate decisions promptly.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

10. Resolve conflict with the goal for all to succeed.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

11. Communicate with charisma and effectiveness to groups.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

12. Take responsibility for decisions without finger pointing.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

13. Involve others in planning actions.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

14. Praise people for work well done.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

15. Delegate in a way that encourages others to have full ownership.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

16. Appropriately provide authority to others to make decisions.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

17. Believe in and provide training that teaches leadership, teamwork and technical skills.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

18. Implement innovation as a method to improve performance.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

19. Demonstrate no tolerance for organizational turfing or "them and us" scenarios.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

20. Create forums to celebrate organizational successes .
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

21. Support and demonstrate efficient management of personal stress levels.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

22. Support and demonstrate balance between leadership responsibilities, family and outside activities.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

23. Support and facilitate efficient cross functional communication that results in few project or production delays.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

24. Manage impending change, real or rumored, efficiently.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

25. Encourage at least 80% of the organization's communications to close immediately in some form.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

26. Use time constructively and efficiently.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

27. Help people by listening without pre-judging.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

28. Have excellent relationships with work associates regardless of position in the organization.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

29. Am accessible to communication.
O Very Satisfied   O Satisfied   O Dissatisfied   O Very Dissatisfied

30. Encourage people to communicate their differing opinions.
O Very Satisfied   O Satisfied

School Improvement

What is School Improvement?

School improvement is an ongoing process in each building that involves analyzing achievement data, finding strengths and weaknesses, setting an improvement goal, and implementing a plan to improve student learning. The plan depends upon the improvement of instruction and professional development for teachers.

The goal of school improvement is to improve learning.

How does the school improvement process work?

The professional staff in each building conducts an analysis of national, state and district assessments. The analysis reveals strengths and weaknesses in student performance, which provides the basis for the building-wide school improvement goals. In turn, teachers work with their colleagues to improve teaching and learning in each classroom. At the heart of the school improvement process is learning for each and every student. Until we have reached each student in each classroom we are not done!

How are schools held accountable for their goals?

All schools are accountable for improving learning every year. Learning data and instructional strategies are monitored throughout the process to determine whether learning has improved. Every 10 years, a visitation team comprised of experts from outside of the District – NEASC (New England Association of School and Colleges) meet with the school improvement teams at each school. The visitation team reviews the school's goals and improvement plans in order to provide feedback on strengths and weaknesses. The purpose of their

visit is to evaluate the progress of the improvement plan and offer support and suggestions.

School Improvement Goals

Each building uses the school improvement process to set a building-wide goal for improving student learning. The school improvement plan is developed to focus the entire school on the goal using research-based strategies for curriculum, instruction and assessment.

Performance Indicators for Effective Principal Leadership in Improving Student Achievement

The Performance Indicators for Effective Principal Leadership in Improving Student Achievement have been developed by many school districts and for the School Improvement in the state of Maryland. The performance indicators are intended to provide clarity and specificity about the skills, beliefs, and knowledge a principal needs to demonstrate effective leadership in improving student achievement. They are sharing them in draft form in the hope that you will share your thoughts and ideas about these critical principal performance behaviors. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. According to Mike Schmoker in his book *Results: the Key to Continuous School Improvement*, the combination of three concepts constitutes the foundation for positive improvement results: *meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data*.

Principals must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

Leadership Skills

Five performance areas have been identified as the critical leadership skills a principal must demonstrate to effectively lead a school in improving student achievement.

Promoting collaborative problem solving and open communication

Collecting, analyzing, and using data to identify school needs

Using data to identify and plan for needed changes in the instructional program

Implementing and monitoring the school improvement plan

Using systems thinking to establish a clear focus on attaining student achievement goals

These five areas are not a chronology of what a principal must do first, second, and third, but rather are cyclical in nature and must be demonstrated continuously throughout the school improvement process. The end product of this process is the school improvement plan, whereas the end goal for the process is improved student achievement.

The performance indicators under each performance area describe how effective principals perform and the skills, knowledge and dispositions necessary for effective performance. They are in alignment with the *Interstate School Leadership Licensure Consortium Standards for School Leaders (ISLLC)*, but attempt to more specifically reflect the expectations for school principals in Maryland related to their most critical role: leading the school through a school improvement process that results in improved student performance.

Critical Beliefs

There are a number of critical beliefs which underlie a principal's effectiveness in leading the process of improving student achievement. The principal must believe in, value, and be committed to:

Student learning as the fundamental purpose of schooling

The proposition that all students can achieve high standards of learning

Collaborative problem solving with staff and stakeholders

Ongoing collection and analysis of data

Data-driven decision making

Lifelong learning for self and others

Focus and alignment to achieve goals

Doing the work required for high levels of personal and organization performance

Knowledge

Principals may need staff development in some of these areas to be able to effectively perform the indicators in the performance areas. In order to demonstrate effective leadership in improving student achievement, the principal must have knowledge and understanding of:

The relationship of assessment to improving student outcomes and strengthening instruction

Information sources, data collection, and data analysis strategies

The school improvement planning process

Maryland state content standards, core learning goals, and learner outcomes

School district curriculum guidelines

Evaluation and assessment strategies

Strategies for classroom teachers to monitor student understanding and progress

Research-based best practices

The principles of Dimensions of Learning, Constructivism, and Multiple Intelligences

Collaborative problem solving and consensus-building

Staff development standards

Systems thinking

The change process for systems, organizations, and individuals

Effective communication strategies

Technology as a tool in organizing and analyzing data and in monitoring progress

Performance Indicators

Performance Area 1: Promoting collaborative problem solving and open communication.

Creating a collaborative environment has been described as the "single most important factor" for successful school improvement initiatives. Virtually all contemporary school reformers call for increased opportunities for teacher collaboration. Student achievement is likely to be greatest where teachers and administrators work together, in small groups and school-wide, to identify sources of student success and then struggle collectively to implement school

improvement. Creating and sustaining change requires creating a critical mass of educators within the school who are willing and able to function as change agents.

Performance indicators that demonstrate effective principal leadership:

The principal...

Collaborates with stakeholders in the school improvement process

Shares student achievement data with all stakeholders

Provides time for collaborative problem solving

Demonstrates effective group-process and consensus-building skills in school improvement efforts

Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members

Recognizes and celebrates the contributions of school community members to school improvement efforts

Nurtures and develops the leadership capabilities of others

Evaluates the collaborative skills of staff and supports needs with staff development

Performance Area 2: Collecting, analyzing and using data to identify school needs

Understanding what your data tells you about where your school is performing relative to school and district goals is a first step in data analysis. Seeking to understand why your data looks like it does is the second component. Principals need to model for and train staff to regularly collect, analyze and use data to inform instruction. Principals need to solicit the input of the major constituents (teachers, administrators, parents, and students) to ensure that all perceptions and attitudes are represented in this process.

Performance indicators that demonstrate effective principal leadership:
The principal...
Ensures that multiple sources of data are collected and used to assess student performance

Engages the entire staff in analyzing student achievement data

Identifies discrepancies between current and desired outcomes

Engages staff and other stakeholders in a collaborative process to clarify the problem(s)

Facilitates the identification of priority needs, based on the data analysis, to address in a school-wide effort

Models the use of data to make decisions

Regularly asks staff to identify the data they used in making a decision

Evaluates the assessment competencies of teachers and supports gaps with staff development

Uses a variety of tools including technology to organize and analyze data

Performance Area 3: Using data to identify and plan for needed changes in the instructional program
Stephen R. Covey in *The Seven Habits of Highly Effective People* reminds us, "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction." Principals need to lead their school through the process of identifying school improvement goals and objectives in alignment with school district and state standards, and of determining the strategies that will promote the attainment of

those goals. Strategies are an enormous investment of resources (both time and money), so schools need to be rigorous in their evaluation and selection of school improvement strategies to ensure a wise investment. Principals also need to build the capacity of their staff to implement strategies by identifying staff needs and providing appropriate staff development opportunities.

Performance indicators that demonstrate effective principal leadership:
The principal...
Ensures that the school improvement plan is based on data analysis and problem clarification

Facilitates the development of an improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated

Identifies with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies

Ensures that the school improvement plan has identified activities to support strategies, milestones to assess progress toward goals, staff development to support staff needs and staff responsible for each implementation step

Ensures that assessment, curriculum, and instruction are aligned

Provides opportunities for staff to learn about research-based strategies that address the identified problem(s)

Provides opportunities for staff to seek successful strategies data from similar schools that have outperformed them

Performance Area 4: Implementing and monitoring the school improvement plan
Even clearly stated curricular goals will lose their potential to drive the efforts of a school if no effort is made to collect and

analyze accurate information about student achievement that is reflective of those goals. In most organizations, what gets monitored gets done. Staff learn what principals value by observing what they pay attention to. Paying attention to the core values and priority goals of the school is the most important way for leaders to communicate effectively. When a school devotes considerable time and effort to the continual assessment of a particular condition or outcome, it notifies all members that the condition or outcome is considered important. Conversely, inattention to monitoring a particular factor in a school indicates that it is less than essential, regardless of how often its importance is verbalized.

Performance indicators that demonstrate effective principal leadership:
The principal...
Facilitates the development of a calendar of all school improvement activities and ensures that the calendar is shared and reviewed regularly

Establishes a regular, predictable process to track the impact improvement efforts have on student achievement

Closely monitors the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students

Continuously collects and utilizes data to inform instructional decisions at the building and classroom level and provide academic interventions for individual and groups of students

Uses a variety of tools including technology to monitor progress

Recognizes successes of key players

Facilitates the use of data to continuously evaluate and revise the school improvement plan

Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities

Uses regularly scheduled time with staff (e.g. staff meeting, team time, in-service time) to monitor, communicate, and provide staff development for school improvement efforts

Supports staff in making the instructional changes necessary to support school improvement efforts

Performance Area 5: Using systems thinking to establish a clear focus on attaining student achievement goals
Schools are notorious for having an expansive list of priorities that change frequently, are monitored infrequently, and leave the teacher without a clear sense of what is important for them to emphasize in their classrooms. Effective principals understand the importance of focus and help ensure that all parts of the school community are aware of and in alignment with the school's improvement efforts to improve student learning. They understand that all parts of the school and school district system are interconnected and that it is critical to align school goals with district and state standards and goals. The allocation of time is one of the truest tests of what is really important in any organization. The time devoted to an issue on both the annual calendar and within the daily schedule of an organization tells its people what is really valued. All resources need to be managed in alignment with student achievement goals. Successful principals keep the focus on school improvement efforts and align time, money, and staff development opportunities with the improvement goals.

Performance indicators that demonstrate effective principal leadership:
The principal...
Aligns all school resources with school improvement priorities

Aligns school improvement goals, classroom instruction, and classroom / school assessment

Identifies key processes that impact results

Identifies performance measures and indicators that link key instructional processes to instructional goals

Communicates with decision makers outside the school

Ensures that school goals are aligned to school district goals

Helps inform district planning by articulating school needs

Exercising Fair-mindedness

Principle: To think critically, we must be able to consider the strengths and weaknesses of opposing points of view; to imaginatively put ourselves in the place of others in order to genuinely understand them; to overcome our egocentric tendency to identify truth with our immediate perceptions or long-standing thought or belief. This trait is linked to the ability to accurately reconstruct the viewpoints and reasoning of others and to reason from premises, assumptions, and ideas other than our own. This trait also requires the willingness to remember occasions when we were wrong in the past despite an intense conviction that we were right, as well as the ability to imagine our being similarly deceived in a case at hand. Critical thinkers realize the unfairness of judging unfamiliar ideas until they fully understand them.

The world consists of many societies and peoples with many different points of view and ways of thinking. To develop as reasonable persons, we need to enter into and think within the frameworks and ideas of different peoples and societies. We cannot truly understand the world if we think about it only from one viewpoint, as Americans, as Italians, or as Soviets. Furthermore, critical thinkers recognize that their behavior affects others, and so consider their behavior from the perspective of those others.

Developing Insight Into Egocentricity or Sociocentricity

Principle: Egocentricity means confusing what we see and think with reality. When under the influence of egocentricity, we think that the way we see things is exactly the way things are. Egocentricity manifests itself as an inability or unwillingness to consider others' points of view, a refusal to accept ideas or facts which would prevent us from getting what we want (or think we want). In its extreme forms, it is characterized by a need to be right about everything, a lack of interest in consistency and clarity, an all or nothing attitude ("I am 100% right; you are 100% wrong."), and a lack of self-consciousness of one's own thought processes. The egocentric individual is more concerned with the appearance of truth, fairness, and fair-mindedness, than with actually being correct, fair, or fair-

minded. Egocentricity is the opposite of critical thought. It is common in adults as well as in children.

As people are socialized, egocentricity partly evolves into sociocentricity. Egocentric tendencies extend to their groups. The individual goes from "I am right!" to "We are right!" To put this another way, people find that they can often best satisfy their egocentric desires through a group. "Group think" results when people egocentrically attach themselves to a group. One can see this in both children and adults: My daddy is better than your daddy! My school (religion, country, race, etc.) is better than yours. Uncritical thinkers often confuse loyalty with always supporting and agreeing, even when the other person or the group is wrong.

If egocentricity and sociocentricity are the disease, self-awareness is the cure. We need to become aware of our own tendency to confuse our view with "The Truth". People can often recognize when someone else is egocentric. Most of us can identify the sociocentricity of members of opposing groups. Yet when we ourselves are thinking egocentrically or sociocentrically, it seems right to us (at least at the time). Our belief in our own rightness is easier to maintain because we ignore the faults in our thinking. We automatically hide our egocentricity from ourselves. We fail to notice when our behavior contradicts our self-image. We base our reasoning on false assumptions we are unaware of making. We fail to make relevant distinctions (of which we are otherwise aware and able to make) when making them prevents us from getting what we want. We deny or conveniently "forget" facts that do not support our conclusions. We often misunderstand or distort what others say.

The solution, then, is to reflect on our reasoning and behavior; to make our beliefs explicit, critique them, and, when they are false, stop making them; to apply the same concepts in the same ways to ourselves and others; to consider every relevant fact, and to make our conclusions consistent with the evidence; and to listen carefully and open-mindedly to others. We can change egocentric tendencies when we see them for what they are: irrational and unjust. The development of children's awareness of their egocentric and sociocentric patterns of

thought is a crucial part of education in critical thinking. This development will be modest at first but can grow considerably over time.

Exploring Thoughts, Underlying Feelings and Feelings Underlying Thoughts

Principle: Although it is common to separate thought and feeling as though they were independent, opposing forces in the human mind, the truth is that virtually all human feelings are based on some level of thought and virtually all thought generative of some level of feeling. To think with self-understanding and insight, we must come to terms with the intimate connections between thought and feeling, reason and emotion. Critical thinkers realize that their feelings are their response (but not the only possible, or even necessarily the most reasonable response) to a situation. They know that their feelings would be different if they had a different understanding or interpretation of the situation. They recognize that thoughts and feelings, far from being different kinds of "things", are two aspects of their responses. Uncritical thinkers see little or no relationship between their feelings and their thoughts, and so escape responsibility for their thoughts, feelings, and actions. Their own feelings often seem unintelligible to them.

When we feel sad or depressed, it is often because we are interpreting our situation in an overly negative or pessimistic light. We may be forgetting to consider positive aspects of our lives. We can better understand our feelings by asking ourselves, "How have I come to feel this way? How am I looking at the situation? To what conclusion have I come? What is my evidence? What assumptions am I making? What inferences am I making? Are they sound inferences? Do my conclusions make sense? Are there other ways to interpret this situation?" We can learn to seek patterns in our assumptions, and so begin to see the unity behind our separate emotions. Understanding ourselves is the first step toward self-control and self-improvement. This self-understanding requires that we understand our feelings and emotions in relation to our thoughts, ideas, and interpretations of the world.

Thinking Independently

Principle: Critical thinking is independent thinking, thinking for oneself. Many of our beliefs are acquired at an early age, when we have a strong tendency to form beliefs for irrational reasons (because we want to believe, because we are praised or rewarded for believing). Critical thinkers use critical skills and insights to reveal and reject beliefs that are irrational. In forming new beliefs, critical thinkers do not passively accept the beliefs of others; rather, they try to figure things out for themselves, reject unjustified authorities, and recognize the contributions of genuine authorities. They thoughtfully form principles of thought and action; they do not mindlessly accept those presented to them. Nor are they unduly influenced by the language of another. If they find that a set of categories or distinctions is more appropriate than that used by another, they will use it. Recognizing that categories serve human purposes, they use those categories which best serve their purpose at the time. They are not limited by accepted ways of doing things. They evaluate both goals and how to achieve them. They do not accept as true, or reject as false, beliefs they do not understand. They are not easily manipulated.

Independent thinkers strive to incorporate all known relevant knowledge and insight into their thought and behavior. They strive to determine for themselves when information is relevant, when to apply a concept, or when to make use of a skill. They are self-monitoring: they catch their own mistakes; they don't need to be told what to do every step of the way.

Tactical and Structural Recommendations

Design coverage so that students grasp more. Plan instruction so students attain organizing concepts that enable them to retain more of what you teach. Cover less when more entails that they learn less.

Speak less so that they think more. (When you do lecture....)

Don't be a mother robin-chewing up the text for the students and putting it into their beaks through lecture. Teach them instead how to read the text for themselves, actively and analytically. Focus, in other words, on how to read the text not on "reading the text for them".

Focus on fundamental and powerful concepts with high generalizability. Don't cover more than 15 basic concepts in any one course. Spend the time usually spent introducing more concepts applying and analyzing the basic ones while engaged in problem-solving and reasoned application.

Present concepts, as far as possible, in the context of their use as functional tools for the solution of real problems and the analysis of significant issues.
Develop specific strategies for cultivating critical reading, writing, speaking, and listening. Assume that your students enter your class-as indeed they do-with limited skills in these essential learning modalities.

Think aloud in front of your students. Let them hear you thinking, better, puzzling your way slowly through problems in the subject. (Try to think aloud at the level of a good student, not as a speedy professional. If your thinking is too advanced or proceeds too quickly, they will not be able to internalize it.)

Regularly question your students Socratically: probing various dimensions of their thinking: their purpose, their evidence, reasons, data, their claims, beliefs, interpretations, deductions, conclusions, the implications and consequences of their

thought, their response to alternative thinking from contrasting points of view, and so on.

Call frequently on students who don't have their hands up. Then, when one student says something, call on other students to summarize in their own words what the first student said (so that they actively listen to each other).

Use concrete examples whenever you can to illustrate abstract concepts and thinking. Cite experiences that you believe are more or less common in the lives of your students (relevant to what you are teaching).

Require regular writing for class. But grade using random sampling to make it possible for you to grade their writing without having to read it all (which you probably won't have time for).

Spell out explicitly the intellectual standards you will be using in your grading, and why. Teach the students, as well as you can, how to assess their own work using those standards.

Break the class frequently down into small groups (of twos, threes, fours, etc.), give the groups specific tasks and specific time limits, and call on particular groups afterward to report back on what part of their task they completed, what problems occurred, how they tackled those problems, etc.
In general design all activities and assignments, including readings, so that students must think their way through them. Lead discussions on the kind of thinking that is required.

Let them know what they're in for. On the first day of class, spell out as completely as possible what your philosophy of education is, how you are going to structure the class and why, why the students will be required to think their way through it, why standard methods of rote memorization will not work, what strategies you have in store for them to combat the strategies they use for passing classes without much thinking, etc.

Creativity and Creative Thinking

Combine traditional brainstorming with creative thinking techniques and you will get advanced brainstorming
What is creativity?
Creativity is the bringing into being of something that did not exist before, either as a product, a process or a thought.

You would be demonstrating creativity if you:
Invent something which has never existed before
Invent something which exists elsewhere but you are not aware of
Invent a new process for doing something
Reapply an existing process or product into a new or different market
Develop a new way of looking at something (bringing a new idea into existence)
Change the way someone else looks at something
In fact, we are all creative every day because we are constantly changing the ideas which we hold about the world about us. Creativity does not have to be about developing something new to the world, it is more to do with developing something new to ourselves. When we change ourselves, the world changes with us, both in the way that the world is affected by our changed actions and in the changed way that we experience the world.

Creativity can be used to make products, processes and services better and it can be used to create them in the first place. It is expected that increasing your creativity will help you, your organization and your customers become happier through improvements in your quality and quantity of output.

What is creative thinking?

Creative thinking is the process that we use when we come up with a new idea**.** It is the merging of ideas that have not been merged before. Brainstorming is one form of creative thinking: it works by merging someone else's ideas with your own to create a new one. You are using the ideas of others as a stimulus for your own.
This creative thinking process can be accidental or deliberate.

Without using special techniques creative thinking does still occur, but usually in the accidental way; like a chance happening making you think about something in a different way and you then discovering a beneficial change. Other changes happen slowly through pure use of intelligence and logical progression. Using this accidental or logical progression process, it often takes a long time for products to develop and improve. In an accelerating and competitive world this is obviously disadvantageous.

Using special techniques, deliberate creative thinking can be used to develop new ideas. These techniques force the emergence of a wide range of ideas to spark off new thoughts and processes. Brainstorming is one of these special techniques, but traditionally it starts with unoriginal ideas.

Developments of products occur much more rapidly using these deliberate techniques than by accident. Many people known for being creative use these techniques, but are not aware they are doing so because they have not been formally trained in them. If you use these deliberate techniques during advanced brainstorming sessions then you too will be more creative.

With practice, ongoing creative thinking (the continuous investigation, questioning and analysis that develops through education, training and self-awareness) occurs all the time. Ongoing creativity maximizes both accidental and deliberate

creative thinking. Ongoing creativity takes time and deliberate practice to become skillful at, but it's surprising how quickly it becomes an attitude, not a technique.

The first step to take is to learn the creative thinking techniques so that you can deliberately use them to come up with new ideas. You will then be at an immediate advantage over those who don't know how to use them. You should then practice the techniques to increase your skill at ongoing creative thinking. (After a while you may even find it unnecessary to use specific techniques because you may be having too many ideas anyway.)

Brainstorming For Teachers

Brainstorming is a group technique for generating new, useful ideas and promoting creative thinking.

It can be used to help 1) define what project or problem to work on, 2) to diagnose problems , 3) remediate a project by coming up with possible solutions and to identify possible resistance to proposed solutions.

Roles
There are three roles for participants in a brainstorming session: leader, scribe and team member.

Leader
This person needs to be a good listener.
Before the session they need to refine a statement to help the others on the team focus on the reason for the brainstorming, and prepare the warm up activity.
During the session the leader will need to relay the ground rules of the session, and to orchestrate the session.
The Problem Statement
needs to be specific enough to help participants focus on the intent of the session, but it must be open enough to allow innovative thinking.
should not be bias so it favors a particular solution or excludes creative ideas.
Ground Rules for Brainstorming
All ideas are welcome. There are no wrong answers. During brainstorming, no judgments should be made of ideas.
Be creative in contributions. Change involves risk taking, it's important to be open to new, original ideas. Every point of view is valuable.
Attempt to contribute a high quantity of ideas is a short amount of time.
Participants should "hitch hike" on others' ideas.

Scribe
This person needs to write down EVERY idea - clearly and where everyone in the group can see them. Check to be sure the materials provided will allow you to write so everyone in the group can clearly see what you are writing. The scribe could be the same person as the leader.

Team Members
The number of participants should be no less than five, and no more than ten. The ideal group number is usually between six and seven. Sometimes it is helpful to include a person on the brainstorming team who has worked with the subject in the past.
Team members will follow this brainstorming procedure:
Team members will make contributions in turn.
Only one idea will be contributed each turn.
A member may decline to contribute during a particular round, but will be asked to contribute each round.
Participants should not provide explanations for ideas during brainstorming. Doing so would both slow the process down, and allow premature evaluation of ideas.

Set the Stage
If possible the group should know what the brainstorming session is about before the session begins. This will allow them to think about the session.
Provide appropriate places and ways to record ideas. This could include: flip charts, chalk or white boards, Post-Its, or large monitored computers.
Provide a mental and physical environment which allows for creativity. Putting out thing such as magazines, clay, books, water colors, slates, a kaleidoscope, or jacks.

Steps for the Leader on How to Brainstorm
Introduce the Session.
Review the reason for the brainstorming session; discuss the ground rules, and the team member procedure to be used.

Warm-Up.
Provide a warm up activity (5 to 10 minutes) that helps the group get use to the excitement possible in a brainstorming session. This activity should be on a neutral subject that will encourage participants to be creative. The leader may want to end the warm up by having the members discuss what could be said about the ideas that would prevent brainstorming from being successful.

Brainstorming.

This is the creative part! Set a time limit of 20 to 25 minutes. Sometimes it is effective to call time and then allow 5 more minutes. Stop when there is still excitement; do not force the group to work. Guide the group to generate as many ideas as possible. All suggestions made must be noted by the scribe. The scribe should use the speaker's own words. If the speaker's idea is long, the leader may need to summarize it and verify with the originator if the summary is correct.

Process the Ideas.
Review ideas for clarification, making sure everyone understands each item. Similar ideas should be combined and grouped. At this point you can eliminate duplicate ideas and remove ideas. Next the group should agree on the criteria for evaluation. This could include: time allotments, talents and skills of the group, and more.

Establish a consensus if appropriate.
Have the group vote on ten ideas to consider, then have the group vote on five of the ideas and tally the results to get a priority of feelings of the group.

After refining ideas give each team member 100 points to allocate on the idea list. Team members can use their points however they wish.

Have team members pick the five ideas they favor. Then ideas with the most picks can be prioritized.

Ideas for Brainstorming
Students want an original design for a web page. What will the general "theme" of it be -- not the detailed look but rather, the overall look.

Process Guide #1: Brainstorming

Most problems are not solved automatically by the first idea that comes to mind. To get to the best solution it is important to consider many possible solutions. One of the best ways to do this is called brainstorming. Brainstorming is the act of defining a problem or idea and coming up anything related to the topic - no matter how remote a suggestion may sound. All of these ideas are recorded and evaluated only after the brainstorming is completed.

Procedure
In a small or large group select a leader and a recorder (they may be the same person).

Define the problem or idea to be brainstormed. Make sure everyone is clear on the topic being explored.
Set up the rules for the session. They should include
- letting the leader have control.
- allowing everyone to contribute.
- ensuring that no one will insult, demean, or evaluate another participant or his/her response.
- stating that no answer is wrong.
- recording each answer unless it is a repeat.
- setting a time limit and stopping when that time is up.
Start the brainstorming. Have the leader select members of the group to share their answers. The recorder should write down all responses, if possible so everyone can see them. Make sure not to evaluate or criticize any answers until done brainstorming.

Once you have finished brainstorming, go through the results and begin evaluating the responses. Some initial qualities to look for when examining the responses include
looking for any answers that are repeated or similar.
grouping like concepts together.
eliminating responses that definitely do not fit.
Now that you have narrowed your list down some, discuss the remaining responses as a group.

Process Guide #2: Building Consensus

When working in a group it is important that all members of the group play a role. While the simple majority rules concept works for our nation, in smaller groups it could leave members feeling slighted or out of the loop. Consensus is a strategy that involves everyone playing a role in the decision making of the group. In order for this to be successful it is important to be open to compromise!

According to the Merriam-Webster dictionary the definition of consensus is:

a : general agreement b : the judgment arrived at by most or all of those concerned

group solidarity in sentiment and belief

Guidelines

Trust each other. This is not a competition; everyone must not be afraid to express their ideas and opinions.

Make sure everyone understands the topic/problem. While building a consensus make sure everyone is following, listening to, and understanding each other.

All members should contribute their ideas and knowledge related to the subject.

Stay on the task. Reference the time management guide for tips.

You may disagree, that is OK and healthy. However, you must be flexible and willing to give something up to reach an agreement.

Separate the issue from the personalities. This is not a time to disagree just because you don't like someone.

Spend some time on this process. Being quick is not a sign of quality. The thought process needs to be drawn out some.

Procedure

Agree on your objectives for the task/project, expectations, and rules (see guidelines above).

Define the problem or decision to be reached by consensus.

Figure out what must be done to reach a solution.

Brainstorm possible solutions.

Discuss pros and cons of the narrowed down list of ideas/solutions.
Adjust, compromise, and fine tune the agreed upon idea/solution so all group members are satisfied with the result.
Make your decision. If a consensus isn't reached, review and/or repeat steps one through six.
Once the decision has been made, act upon what you decided.

Process Guide #3: Primary Source Documents

Primary source documents allow you to get closer to the subject matter. To get the most of a document you must examine who wrote it, why, the intended audience, motives or intentions, and what information is being presented. This guide will help you sort through any number of primary source documents.

General Topics when examining a document
When reviewing a document consider each of the following. To assist your understanding, take notes on each of the following topics.
Before you read the document:
Identify the author
Do you know anything about the author? Background information?
Does he/she have an affiliation with a group, political party, newspaper, or other organization?
Type of document and source
Is it from a newspaper or magazine? Special interest group? Diary or letter?
Why was it saved if it was not a published document?
Intended audience
Was it written for a public audience? A specific group?
Is it personal, or for a few people?
How do you know who it is for?

During and after you read the document:

Information presented
List any important facts gained from the document.
Does the author have first or second hand knowledge of the information being presented?
Intent of document
What does the author hope to do with this document? Inform? Argue? Persuade?
What phrases or words used convince you of his/her intent?
What bias appears in the document? Can you identify where this bias comes from?

Process Guide #4: Interview Techniques

There are more ways to gather information than from your text or your teacher. Experts, grandparents, historians, scientists, authors, and many others all have interesting and important stories to tell. To get the most out of interviewing these people, you need to consider a few things that will help you get the most out of your interview.

Preparing for the Interview

Make an appointment with the person (it is rude to just show up and expect the person to give you their time).
Learn a little about the person before meeting him/her.
Know what you want to get out of the interview ahead of time.
Write your questions down before the interview, but be prepared to take a different path of questioning if necessary.

Conducting the Interview

Be on time, and be prepared with paper and pen/pencil.
Be friendly and courteous - remember they are giving you their valuable time!
Ask your questions clearly.
Don't interrupt!
Ask specific, thought-provoking questions. Avoid yes/no questions.
Try to stay focused, but if something interesting comes up go with it.
Take good notes. Ask the interviewee to repeat what they said if necessary, but only do this when it is something important.

Don't volunteer information unless it is to get the interview going, to get it back on track, or to give background information relevant to your goals.
Obtain all the information needed before ending the interview. If necessary, review your notes with the person.
Thank the interviewee for his/her time.

Ask an Expert advice
Many experts are offering their time to students. If you have this opportunity either in a chat room or e-mail, you should follow the above advice, with the exception of getting straight to the point. Don't waste time "getting to know" the expert. Ask your questions and move on.

Process Guide #5: Time Management

Ever notice that the time you have to work on a project or assignment disappears with very little actually being completed? You are not alone. Students, and adults, everywhere could use a tip or two on managing their time to be more efficient.

Before you start working
Make sure you understand the assignment/project and what is to be completed. Ask the teacher all questions before you start to work.
If working in a group, discuss the assignment to make all members understand what is to be done.
List all tasks that must be done to complete the assignment/project, don't worry about what is the most important yet.
Prioritize your tasks. On your list, number the tasks in order of importance. Rewrite the list if necessary. Make sure the tasks can be completed in a timely manner - do not have a task that is next to impossible to complete in the time allotted (for example: rewrite a Shakespeare play in modern English in a 54 minute period).
If working in a group, delegate responsibilities. Divide up the tasks as equally as possible and assign people jobs that best

complement their strengths (for example: give the artist of the group the drawing tasks).
Plan what needs to be finished and when. Individually or as a group, set deadlines so as not to get stuck or in a rut on a particular task.

Let's go already
Once you have your personal list of priorities, start on the most important one. If it is a larger task, divide it into smaller ones.
As you finish a task, cross it off your list. This will give you a sense of accomplishment and show that you are really making progress.
Concentrate only on the task at hand. Do not be distracted by the other items to be completed; you will get to them later.
Put yourself into an environment that suits your working style. If you need to isolate yourself from your fellow students to work efficiently, do it! Put distracting items away or move away from them.
Once you have finished a task, move on to the next one. You can go back and make small changes later.

Tips for success
Take on only what you can handle in the time allotted. If you get overwhelmed with too much work, you might just decide to give up.
If you can't work efficiently with friends, then don't. It is always tempting to talk with your friends about the latest movie, what your did last weekend, or who likes who, but save those conversations for lunch, break, or recess!
Make sure your goals are realistic. This works two ways, don't make them too difficult or too easy.
Never lose site of the end product. While completing the individual tasks, remember they are part of a larger assignment/project.
Know what you are looking for. When doing research, avoid wasting time by knowing exactly what you are trying to find.

Tips to avoid procrastination

Don't draw out the planning process; just get it done and start working.

Complete the task and move on, don't be a perfectionist. Go back to it if you have time later.

If it is not the most exciting task, don't let boredom distract you. An even better reason to get it done. Some self-discipline.

Putting a task off until the last minute can result in the task being incomplete or of a lesser quality. It can also affect tasks that require the completion of an earlier item. In the end, don't procrastinate.

Process Guide #6: Persuasive Arguments

So you want to get people to think like you? One of the best ways to do this is to present your argument in a way that convinces them your way is the right way.

In order to successfully argue your point, it is important that you not only show how good your idea is, but you need to refute the opposition. Research done needs to include topics and ideas that go against your argument.

Setting up a persuasive argument for either a presentation or paper can take many different forms. The following outline is simple, yet effective strategy to present and defend a persuasive argument.

Introduction - Inform the reader/listener about the issue at hand. State the facts that surround the situation.

State your case - Discuss why your way is the best way. Share evidence and expert opinions supporting your position.

Examine and refute the opposition - It is vital that you recognize and discredit opposing views. Look for flaws, loopholes, and reasons to reject other suggestions. If there are positive aspects of the opposing view, point them out, but compare them to the overall benefit of your case.

Reconfirm your position - Now it is time to review the main points of your arguments. Be sure to address any items that may have come while refuting the opposition.

Conclude that your position is superior - Be confident in your closing that your way, is indeed, the only way based upon all the information just provided.

Brainstorming Principles and Rules

Post-pone and withhold your judgment of ideas.

Do not pass judgement on ideas until the completion of the brainstorming session. Do not suggest that an idea will not work or that it has bad side effects. All ideas are potentially good so do not judge them until afterwards. Avoid discussing ideas, which includes not criticizing and not complimenting ideas.

Ideas should be put forward both as solutions and also as a basis to spark off solutions. Even seemingly foolish ideas can spark off better ones. Therefore do not judge the ideas until after the brainstorming process. Note down all ideas. There is no such thing as a bad idea.

Evaluation of ideas takes up valuable brain power that should be devoted to the creation of ideas. Maximize your brainstorming session by only spending time generating new ideas.

Encourage wild and exaggerated ideas.

It is much easier to tame a wild idea than it is to think of an immediately valid one in the first place. The 'wilder' the idea the better. Shout out bizarre and unworkable ideas to see what they spark off. No idea is too ridiculous. State any outlandish ideas. Exaggerate ideas to the extreme.

Use creative thinking techniques and tools to start your thinking from a fresh direction. Use specialist software such as Innovation Toolbox to stimulate new ideas more easily.

Quantity counts at this stage, not quality.

The more creative ideas a person or a group has to choose from, the better. If the number of ideas at the end of the session

is very large, there is a greater chance of finding a really good idea. Keep each idea short, do not describe it in detail - just capture the essence of the idea. Brief clarifications can be requested. Think fast, reflect later.

Go for quantity of ideas at this point; narrow down the list later. All activities should be geared towards extracting as many ideas as possible in a given period.

Build on the ideas put forward by others.

Build and expand on the ideas of others. Try and add extra thoughts to each idea. Use other people's ideas as inspiration for your own. Creative people are also good listeners. Combine several of the suggested ideas to explore new possibilities. It is just as valuable to be able to adapt and improve other people's ideas as it is to generate the initial idea that sets off new trains of thought.

Every person and every idea has equal worth

Every person has a valid viewpoint and a unique perspective on the situation and solution. We want to know yours. In a brainstorming session you can always put forward ideas purely to spark off other people and not just as a final solution. Please participate, even if you need to write your ideas on a piece of paper and hand it out. Encourage participation from everyone.

Each idea presented belongs to the group, not to the person stating it. It is the group's responsibility and an indication of its ability to brainstorm if all participants feel able to contribute freely and confidently.

Brainstorming: "what", "why", and "how" questions

Throughout the early stages of your project, your team will have to answer several "what", "why", and "how" questions. One of the best ways to do this is to brainstorm. The following information is provided to aid you in this endeavor.

Brainstorming Rules: (simplified)
Collect as many ideas as possible from all participants with no criticisms or judgments made while ideas are being generated.

All ideas are welcome no matter how silly or far out they seem. Be creative. The more ideas the better because at this point you don't know what might work.

Absolutely no discussion takes place during the brainstorming activity. Talking about the ideas will take place after brainstorming is complete.

Do not criticize or judge. Don't even groan, frown, or laugh. All ideas are equally valid at this point.

Do build on others' ideas.

Do write all ideas on a flipchart or board so the whole group can easily see them.

Set a time limit (i.e., 30 minutes) for the brainstorming.
Brainstorming Sequence:
One team member should review the topic of the brainstorm using "why", "how", or "what" questions.
Example:
The topic for the brainstorm is developing a training course on automobiles. What should we focus on as the content?
Everyone should think about the question silently for a few moments. Each person might want to jot down his/her ideas on a sheet of paper.
Example:
(1) Types of cars; (2) Parts of cars; (3) Car manufacturers; (4)

Categories of cars; (5) How cars work.

Everyone suggests ideas by calling them out. Another way is to go around the room and have each person read an idea from his/her list until all ideas have been written on the board or flipchart. (Note: The team member in charge of the brainstorming session should be enforcing the rules.)

One team member writes down all ideas on board or flipchart.

Making the final selection:
When all the ideas have been recorded, combine ideas as much as possible, but only when the original contributors agree.
Example:
(1) Types of cars and (4) Categories of cars (from example under #2 above) are really the same, so number 4 is eliminated.
Number all of the ideas.

Each member votes on the ideas by making a list of the numbers of the ideas he/she thinks are important or should be discussed further. This list should contain no more than one third of the total number of ideas.

After counting the votes, cross out ideas with only one or two votes. Then vote again until only a few ideas remain(i.e., 3 or 4). If there is no clear-cut winner, then vote again or discuss the remaining ideas and determine which idea best answers the original question.

Together We Can

Together, you can help answer:
 Why do you want to be a part of the "The Way We See It:
Young People Speak out on Education" project?
2) What are three things that make a school worth going to?
Why?
3) What three qualities does a really good teacher have? Why?
4) If selected to be a part of this project, you will be asked to
produce a 4-6 minute segment that helps answer one of two
questions: "what makes a school worth going to?" or "what
makes a teacher worth paying attention to?" What specific idea
would you want to communicate and how would you do it?

Definitions

The list on the right is a set of key words used by this web site and other people in the field of brainstorming and creativity. Click through the words in the list to be given a definition and description for each. The definitions are in sequential order, so by clicking the list top-down you will better understand the latter entries.
You will note that many words have more than one definition. This is intentional because words are used in different ways by different people and a single definition is often neither helpful nor sufficient. Only by reading all the definitions will you truly understand the complexities of the words and what they represent.

Wallace Stevens wrote a poem called "Thirteen ways of looking at a blackbird" in which he wrote thirteen verses, all describing a blackbird from different angles. There is no single definition which fits exactly. Likewise, we have described the key words from different angles to give you a better indication of what they really mean.
Brainstorming is "a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members" (Alex Osborn)

Brainstorming is a process designed to obtain the maximum number of ideas relating to a specific area of interest.

Brainstorming is a technique that maximizes the ability to generate new ideas.

Brainstorming is where a group of people put social inhibitions and rules aside with the aim of generating new ideas and solutions.

Brainstorming is a time dedicated to generating a large number of ideas regardless of their initial worth.

Brainstorming is a part of problem solving which involves the

creation of new ideas by suspending judgment.

<u>Brainstorming</u> is the creation of an optimal state of mind for generating new ideas.

<u>Brainstorming</u> is the free association of different ideas to form new ideas and concepts.

Dictionary definitions of 'Brainstorm'

A sudden inspiration
A bright idea
A severe outburst of excitement, often as a result of a transitory disturbance of cerebral activity
A sudden mental aberration

Brain

Mass of nerve tissue in the head. The part inside the top of the head that controls the body and makes people able to think. The soft convoluted mass of nervous tissue within the skull that controls and coordinates the nervous system and is the centre of thought, memory and emotions.
Storm
Violent weather consisting of the many elements of rain, wind, snow, sand, etc.

Thesaurus alternatives to 'Brainstorm'

Excitable state, exhilaration, elevation, intoxication, abandon, thrill, transport, ecstasy, fever, whirl, warmth, ferment, stew, turbulence, boisterousness, outburst, outbreak, explosion, commotion, hysterics, madness, rage, rampage.

Create
To bring into being, to cause to exist, originate, to give rise to, bring about, produce, to form, to introduce, to invent, to conceive, to compose, to author, to initiate.

Creative
The ability to create. Imaginative, innovative, artistic. Characterized by being original or new. Formed by a new process. Having the ability to create. Designed to stimulate the imagination.

Creativity
The process of being <u>creative</u>. A series of actions which create new ideas, thoughts and physical objects.

Thinking
The process of thought. To consider, judge or believe. The process of exercising the mind in order to make a decision. To remember or recollect. To make the mental choice between options.

Idea
An image of an external object or process formed by the mind. Any product of intellectual activity. The product of mental activity where the mind consciously conceives a thought.

Creative Thinking
Specific thought processes which improve the ability to be creative. Being in an optimal state of mind for generating new ideas. To think deliberately in ways that improve the likelihood of new thoughts occurring. To maximize the ability of the brain to think of new ideas. The ability to think of original, diverse and elaborate ideas. A series of mental actions which produce changes and developments of thought. The process of exploring multiple avenues of actions or thoughts.
(Sometimes called <u>divergent thinking</u> because thought patterns and areas of belief are expanded.)

Lateral Thinking
Similar to Creative Thinking. Also: Seeking to solve problems by unorthodox or apparently illogical methods. "A set of systematic techniques used for changing concepts and perceptions and generating new ones", "Exploring multiple possibilities and approaches instead of pursuing a single approach." (Edward de Bono, originator of the phrase)

Paradigm

A mindset. A formed opinion. A way of seeing the world. A particular way of thinking. A fixed pattern or model. Your current viewpoint and process from which your mind analyzes information.

Problem

A matter difficult to arrange or in which it is difficult to decide the best course of action.

There are many different definitions or alternative words for the word "problem".

For our purposes, a problem is defined as a situation where a change must be made to the current process to bring it back to an acceptable level. A problem occurs when the standard has gone down compared to a previous high point or previously agreed standard. Problems are found where developments are needed within the existing situation in order to return to the original plan.

If you are trying to raise the standard above an existing or agreed level, then it is considered to be an opportunity...

Opportunity

An occasion offering a possibility or chance. A combination of favorable circumstances.

An opportunity occurs when you would like to improve the existing situation beyond that which currently exists or has existed before. If you are trying to raise the standard above an existing or known level, then it is considered to be an opportunity.

Probortunity

Because of the difficulty in determining the difference between a problem and an opportunity and because there are many negative implications in using the word "problem", the word

probortunity has been created. Probortunity is the merging of the word "problem" and "opportunity".

A probortunity can take any form: challenge, question, mystery, concern, problem, puzzle, difficulty or opportunity.

Probortunity is an all-inclusive word to describe something you want to improve or change for the better.

Problem Solving

Problem solving is the process by which a situation is analyzed and solutions are formed to solve a probortunity (problem/opportunity - see above) and when steps are taken to remove or reduce the problem. The current problem and situation are analyzed, potential solutions are generated and a workable solution is determined and put into place. Problem solving is the process of analyzing situations of uncertainty to produce actual improvements or changes in the situation.

The problem-solving process comprises many different elements that can be used in varying degrees depending on the probortunity to be solved. Typical elements are:
Problem definition (part of understanding the problem)
Situation analysis (part of understanding the problem)
Idea generation
Analysis of ideas
Decision making
Determining the next steps to be taken to introduce the solution into the workplace

Different problems need different uses of these elements and often in different orders and quantities. The structure of the problem-solving process can be very different for different probortunities. For example, you may need to have many tries at the problem definition element to help establish the real challenge if the opportunity is initially vague.

(Note that problem solving is not the same as decision making. Decision making is one process of problem solving and is only

concerned in deciding between different existing ideas. Problem solving includes the actual formation of those ideas. Problem solving can involve varying degrees of the problem analysis and solution generation elements compared to the decision-making part.)

Mind-maps
A method of visually representing ideas and of aiding the brainstorming "free association" process. A visual method of mapping information to stimulate the generation and analysis of it. "A method of accessing intelligence, allowing rapid expansion and exploration of an idea in note form." (Tony Buzan)

Blamestorming!
Where a group of people gather to discuss what went wrong and who is to blame for a project's failure. Similar to the brainstorming rules, blamestorming requires vast flows of wild and exaggerated ideas with an initial emphasis on quantity rather than quality. It's also legitimate that blame given by one participant can be built on by others. However, unlike brainstorming, blamestorming requires total criticism and judgment of ideas, and an idea's worth is dependent on the management level of the person giving it.

Praisestorming!
Where a group of people gather to discuss what went well and who is/are to praise for a project's success. Similar to the brainstorming rules, praisestorming requires vast flows of cultivated and understated ideas with an initial emphasis on quality rather than quantity. It's also legitimate that praise given by one participant can be built on by others. However, unlike brainstorming, praisestorming requires total appreciation and judgment of ideas, and an idea's worth is dependent on the management level of the person giving it.

Words relating to creative, creative thinking, lateral thinking and brainstorming:

creativeness, formation, innovate, innovation, invent, inventiveness, original, craftsmanship, author, creator, ferment, outburst, outbreak, beget, existence, concoct, devise, hatch, give birth, generate, spawn, initiate, establish, install, lead to, dream up, formulate, give life to, genesis, foundation, setting up, inception, artistic, fertile, ingenious, inspired, stimulation, visionary, cleverness, talent, architect, designer, father, mother, initiator, inventor, maker, originator, sideways, sidestep, consider, reckon, regard, suppose, surmise, propose, determine, cogitate, chew over, deliberate, muse, ponder, ruminate, reflect, weigh up, foresee, expect, conceivable, assessment, conclusions, contemplate, intelligent, philosophy, conjecture, visualize, theory, opinion, feasible, abstraction, impression, understanding, conviction, doctrine, interpretation, teaching, concept, hypothesis, suggestion, notion, discovery, principle, fantasy, brainchild, brainwave, explore, find, locate, hit upon, revelation, detection, expose, show up, elicit, sense, locate.

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